

AUT call to ease promotions

by Ngain Crequer
The Association of University Teachers has called for an increase in the quota of senior staff in an attempt to ease the promotions backlog in the universities.

It wants to increase to 50 per cent the maximum permitted quota of senior staff to junior staff. If the proposal were accepted about 3,000 lecturers could move up.

The present quota laid down by the Department of Education and Science is 40 per cent. It was increased from 35 to 40 per cent in 1971-72. The University Grants Committee has agreed to meet representatives of the AUT to discuss the proposals early in January.

Mr Laurie Sapper, the association's general secretary, said this week: "Over the last few years promotions have slowed down to a trickle. In many universities the promotion quotas are nearly full."

"This means that in future senior lecturer posts can only come from resignation, retirement of senior staff or, and this is most unlikely, expansion. The number of senior staff up to retirement age, for the last eight or nine years, has been very small."

"There has been a decline in promotions both in absolute terms and as a percentage. We estimate, by looking at age groupings, that the next big outflow will be in 1984."

"A large number of senior posts are now justified because of the pressure of increased workloads on academic staff. An increase in the quota to 50 per cent would at least go some way to opening up promotion prospects."

The AUT argues that the change would not be expensive as it would mean in many cases simply moving staff up the existing pay scale. But the BES might argue that if there are more senior staff, it might be a case for fewer staff altogether.

The AUT raised the question of senior/junior ratios two years ago but pay policies gave the campaign no chance of success.

Poly teachers to demand 28 per cent

by David Jobbins

Leaders of teachers in polytechnics and colleges are calling for a 28 per cent pay rise in their 1979 claim.

This proposal has been sent to branches of the National Association of Teachers of Further and Higher Education for discussion before it is considered by a special meeting of the national council on December 9.

The claim is based on calculations of the shortfall between existing salary rates and what they would have to be if purchasing power following the Houghton Report in 1975 was restored.

The executive, after projecting the movement of the Retail Price Index to September next year, calculates a necessary rise of 54 per cent between September, 1975, and then.

It argues that someone at the minimum senior lecturer rate should be paid £7,748 if their salary was to retain the purchasing power it had in 1975. In fact the actual salary is now £6,051 and the executive is claiming an increase of nearly £1,700 to catch up.

The merger of the Lecturer 1 and Lecturer 2 grades also forms a priority part of the claim. An interim demand for a single scale was again rejected by the management panel when the Burnham Further Education Committee met last week.

But the management side has agreed that the joint working party, set up as part of the 1978 settlement should consider the widest possible range of matters in the context of general concern that nearly 50 per cent of Lecturer 1s are at the top of their scale.

Following tough talking between the two sides, the working party will not be precluded from talking about a NATFHE suggestion, following the merger rejection, of automatic progression from the lower to the higher grade after a given period of time.

The basis of the executive's proposals was immediately criticized by the Association of Polytechnic Teachers. Dr Anthony Poulton, APT national secretary, said: "The NATFHE claim can be expected to put senior staff in a worse position and further education college staff in a better position. This has happened at every negotiation in the past and we cannot expect it to change."

The merger claim, APT says, will cost higher education an extra £30m a year in salaries. This money, Dr Poulton says, should be spent on improving higher education salaries.

£15,500 'is not enough' say directors

by Peter David

Polytechnic directors have written to the Burnham pay committee complaining about their levels of pay.

The directors, who earn between £13,507 and £15,500, say the salaries have deteriorated in relation to university pay and salaries in industry and commerce.

The directors' complaint is being organized by Dr Raymond Rickard, Director of Middlesex Polytechnic, because the Committee of Directors of Polytechnics is not allowed constitutionally to act on pay matters.

He says directors are delighted that the universities are to have their 1975 pay anomalies restored but want to reassert the Houghton principle of parity in income between polytechnics and universities at level work.

Dr Rickard dismisses as "mythology" the belief that polytechnic lecturers are better off than their university counterparts. That may be true at junior levels but not senior ones, he says.

The directors claim that university lecturers receive between £13,000 and £7,754. Polytechnic Lecturer 1 and Lecturer 2 start with more at £14,041 but the top of the senior lecturer scale only reaches £7,754.

The difference becomes bigger at higher levels, they say. University senior lecturers and readers are on a scale between £7,056 and £9,240 while their equivalent polytechnic lecturers are on a scale between £7,047 and £8,841.

Professional surveys pay in universities is £11,055, according to the directors, but their polytechnic equivalents—heads of department, grade five and six—are on a scale starting at £8,643 and reaching a maximum of only £10,305.

The directors also argue that the pay policy that the number of students in higher education should be reduced to the 1975 level, and a number of universities continued to allow their over-enrollment to rise. Although it is held to be about £70 million, which would represent about one month's expenditure.

But the universities argue that it would have been irresponsible if they had not built them up. They had only begun to build up these large unmarked accounts when the quinquennial system of finance was replaced and universities were only told on a yearly basis when their recurrent grants would be.

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Universities fear attempts to tamper with cash reserves



Scenes from the political theatre of the 1930s, a joint Crewe and Alsager production at the Portland Theatre, Polytechnic of Central London, from which must take over the leadership.

Universities are increasingly worried that they may be made to reduce their financial reserves, or that controls may be introduced to prevent them being built up.

The Committee of Vice-Chancellors and Principals has advised them in this regard to run their reserves down. The total amount they hold is about £70 million, which would represent about one month's expenditure.

But the universities argue that it would have been irresponsible if they had not built them up. They had only begun to build up these large unmarked accounts when the quinquennial system of finance was replaced and universities were only told on a yearly basis when their recurrent grants would be.

At Bradford the reserves stood at £283,112 in 1976, £247,389 in 1975 and £211,849 in 1974.

In April of this year Mrs Williams, Secretary of State for Education, said when announcing the recurrent grants and the provision of cash limits were calculated on assumptions made about pay and price rises generally. If these "taken as a whole" were substantially higher than forecast she would be prepared to review the position. It is this kind of uncertainty which leads support to university attitudes.

The Association of University Teachers is concerned about the secrecy which surrounds the reserve accounts but sees the need for them.

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I made long-term planning virtually impossible. This, and the ravaging effects of inflation in the mid-70s, caused universities to build up a cushion to protect them from financial uncertainties.

The University Grants Committee, which is happy with the present system, is nevertheless concerned that the Comptroller and Auditor General's department, which feeds the Public Accounts Committee, might now choose to intervene.

If a change were imposed it could be done in two ways, either to prevent universities holding reserves but to make the Treasury a reserve paymaster, or generally to cut reserves by half and limit the amount of money each university could hold.

Universities would oppose both ideas. The idea of a reserve paymaster would hit at their independence.

The letter says: "The committee concerned that in the event of the 1978-79 and the changes in 1977-78 indicate that the number of overseas undergraduates should be down to 14,000 by 1982."

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Price 22p

UGC attacked over crucial medical survey

by Robin McKie
Science Correspondent

Britain's medical education system is severely threatened by accelerating reductions in medically qualified staff at pre-clinical schools. This is the view of the British Medical Association which has attacked the University Grants Committee for refusing to reveal full details of surveys of lecturers at the schools.

The UGC says it has done but Professor Peter Quilliam, chairman of the BMA's medical academic staff committee, said only a rough outline had been given. The UGC survey had carried breakdowns of sex, age and distribution by discipline and we need them to make proper representations to the Department of Education and Science", he added.

It was vital to stop the accelerating increase in jobs for medically qualified staff being given to scientifically-qualified lecturers in the teaching of physiology, anatomy, pharmacology and biochemistry for first-year students at medical schools. "Our committee now thinks we are in grave danger of reaching the point of no return where we cannot even maintain the present numbers, never mind increase them", Professor Quilliam stated.

These reductions were due to cuts in salary levels compared with others in the health service and in particular with lecturers in clinical schools. "The difference is enormous", said Professor Quilliam. There was now a daily shortfall of over a thousand pounds between the salaries of clinical and pre-clinical professors.

These differences affected all staff levels and had resulted in accelerating drops in medically qualified staff. For instance, in anatomy in 1967 they represented 78.3 per cent of total staff. In 1970 this had dropped to 71.6 per cent, and by 1974 to an alarming 60.

The medical academic staff committee has warned that medically qualified lecturers are vital to the teaching of first-year students.

Professor Quilliam said his committee was now completely exasperated by the UGC's decision to hold on to details of the survey—which was carried out for them by the Committee of Vice-Chancellors and Principals.

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The THES

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open invitation to staff at four universities to attend the seminars in order to restore academic contact with the West. Although printed matter from abroad is not available to the students, foreign visitors are still welcome so it is possible for guests to join.

The letter was addressed to Oxford, Harvard, Heidelberg, and West Berlin universities and is being circulated among other British universities by the magazine Index on Censorship. Since Mr Tomlin receives no mail from abroad he asks sympathizers to attend the seminar meetings without prior notice. Meetings are held each Wednesday from September until June.

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Legal victory on patents

by Judith Judd

A major step forward in the fight to secure for university teachers the ownership of their inventions was claimed by the Association of University Teachers this week.

The association's view is based on the opinion of a leading firm of solicitors given at the request of the AUT in the wake of the 1977 Patents Act.

The AUT says that in the past the lion's share of the fruits of its members' inventions has gone to universities and believes that the legal opinion will change this. It is calling for urgent talks with the Committee of Vice-Chancellors and Principals about patents and is asking its branches to place a memorandum on any local negotiations.

Mr John Akker, the AUT's deputy general secretary, said this week: "Now that it is clear to us that the ownership of the invention clearly lies with the university teacher it will have profound effects on universities."

The opinion says that if the university teacher or employee is not employed specifically to invent, that is if he is a university professor, the invention belongs to the employee.

It says that it is up to the college or university to show that the invention does not belong to the employee. "Accordingly the invention must be shown to have been made in the course of the normal duties of the teacher and the circumstances must be shown to have been such that an invention might reasonably be expected to result from the carrying out of duties."

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Oakes 'should be law by next Easter'

The Education Bill published on Wednesday, should be law by next Easter, Mr Oakes, Minister of State for Higher Education, has said. The Bill is expected to be given its second reading early next month.

As anticipated, the recommendations of the Oakes Report form one of the main components of the Bill, although further discussions will be held before the proposed national body is constituted.

Mr Oakes, speaking at Belling College, said he hoped the college principals and the polytechnic directors would present joint evidence on the question of the national body, rather than having two voices. He also called for close cooperation with the universities to avoid duplication of courses.

"The fact that there will be a national body means that there will be someone to speak for all the colleges and polytechnics in the maintained sector", he said.

"Hitherto there has been no national voice for them and I think it will be of inestimable value."

However, Mr Oakes rejected an invitation from Mr Neil Merritt, college director, to update Government higher education policy decisions from the late Mr Anthony Crosland's speech at Woolwich in 1968.

Mr Merritt said it was time for a major statement to clarify the role of the colleges, but Mr Oakes replied that he could not update the policy until all the responses to Government's discussion document on the 1990s have been analysed.

Professor Ralf Dahrendorf, director of the London School of Economics, described the school's new £6m library as its greatest physical expansion for many years as its official opening, this week.

The Lionel Robbins Building, the new home of the British Library of Political and Economic Science, is the culmination of 15 years of negotiations, planning, fund-raising and conversion.

The only general social sciences library comparable in size is in Russia. "The library comprises nearly three million items, most of them available to scholars on open shelves. They include Government documents, United States federal government publications (currently three tons a year) and United Nations specialist literature."

Professor Dahrendorf said the opening of the library was likely to be the last event of its kind for some considerable time.

The University Grants Committee undertook to meet the cost of the building provided the school could raise funds for the purchase of the site, formerly Strand House, the head office and warehouse of W. H. Smith and Son, and towards conversion.

Library opening a landmark

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DES given proposed negotiation change

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Banned Czech appeals to academics

by John O'Leary

A former professor of philosophy at the University of Prague has appealed to British academics to join seminars in a course there banned by the authorities. Classes for students unable to gain admission to the universities have been held at Mr Julius Tomlin's flat for more than a year despite official pressure for them to be stopped.

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The Prime Minister of Belgium, Dr Leo Tindemans receives an honorary degree at Heriot-Watt University.

Fircroft dispute unresolved

by Maggie Richards

A meeting between representatives of the Trades Union Congress and the Charity Commission has failed to resolve a dispute over the reopening of Fircroft adult education residential college at Birmingham.

Now the matter appears likely to be referred to the board of the Charity Commission for final judgment. The meeting between members of the TUC's education committee and Charity Commission officials took place last week.

Fircroft college was closed three years ago following student unrest. A Government inquiry later recommended the dismissal of the principal, Mr Tony Corfield, and four tutors.

Plans to reopen the college this year were foiled when the Charity Commission stepped in and objected to the proposed constitution, giving the TUC a simple majority on the governing body. In the commission's view this violated the tradition of liberal non-political education at Fircroft.

To overcome the deadlock, the commission recently issued its own proposals, involving equal representation for all interested parties in three vital areas: the curriculum, appointment of staff, and college facilities.

Hopes were raised when the TUC's education committee decided that the proposals could form the basis for further discussion.

Last week's meeting was intended to clarify certain items and come to an understanding on interpretation of the proposals, but the TUC representatives apparently decided that the amended structure of the governing body was not acceptable.

NEXT WEEK

- Olof Palme on détente
- Asa Briggs on G. M. Trevelyan and the pursuit of social history.
- Scholarly publishing.
- David Jobbins profiles Ulster Polytechnic.
- John O'Leary on alternative prospectuses.
- Interview with Professor John Taylor.
- Timothy Mason reviews *Germany 1866-1945* by Gordon Craig.
- Four pages of psychology books.

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London press linked with Routledge

continued from front page

The planning committee agreed this week to accept Mr Stephenson's advice. Its report says: "The most effective way of getting good academic work published is to transfer control to an existing publishing house which has the capital to finance the production under the Athlone title of scholarly and educational works of merit."

"To continue to run our small press will defeat that objective and have the additional disadvantage of laying the university open to continual demands for further capital or of meeting an annual deficit."

But the university intends to demand that any buyer should be ready to retain the Athlone imprint and the identity of the press, and safeguard the staff.



The Open University choir, conducted by Arts course assistant Bill Straug, and the chamber music society, provide a fanfare for the reopening of St Michael's Church in the OU's Milton Keynes headquarters. Before the three-year renovation, costing £90,000, the fourteenth-century church was at risk of becoming structurally dangerous. It now provides a venue for arts and cultural activities, and religious meetings.

Edinburgh gets big grant to boost microelectronics work

by Robin McKie
Science correspondent

A £316,000 grant has been awarded to Edinburgh University as part of the Science Research Council's programme to provide a comprehensive microelectronics manufacturing service for United Kingdom higher education centres. The money was given this week to the electrical engineering department to provide equipment which will replace the ailing facilities at present used at the university. When completed, these new facilities will be made available to research teams in other universities and polytechnics in a bid to encourage further microelectronics research. It will also be used to stimulate the application of microelectronics in other areas, such as energy conservation systems, telecommunications and industrial monitoring systems. SRC move coincides with a decision by the university to re-designate its Microelectronics Research Unit, directed by Dr David Milne, as the Wolfson Microelectronics Unit. The unit, which is self-supporting with an income from industrial and government contracts of £200,000, will also use the new facilities for industrial work in a bid to improve its services. The Edinburgh microelectronics project now employs 60 staff in teaching, long-term research and consultancy work in the design of microelectronics hardware. The university is also planning to expand its postgraduate teaching programme in this area. A specialised MSc course is being considered,

and part-time modules of post-experience instruction are to be made available for graduate engineers. And as another part of its programme of providing a microelectronics fabrication service, the SRC has announced a grant of £203,000 which is to be given to Sheffield University's department of electronic and electrical engineering. The money will be used to boost research, to be undertaken by a team led by Professor Peter Robinson, into improving semiconductor materials. Part of the grant will be used to establish a new research laboratory at Sheffield which will carry out study now materials—such as gallium arsenide indium phosphide and related alloys—and also investigate future applications of these semiconductors. A new clean room, capable of filtering fine dust particles from the air, will be constructed for the growth of perfect semiconductor crystals accurate to a thickness of 0.000005th of an inch. One of the aims of the research programme is the development of semiconductor light-emitting diodes and lasers which will have major applications in fibre optic telecommunications systems and will allow many more simultaneous conversations to be transmitted than with conventional copper cables. The Science Research Council set up the microelectronics service this year to provide Britain's academic community with semiconductor devices. A total of £1.33m is to be spent and other universities involved will include Southampton as well as the SRC's own Rutherford Laboratory.

Liverpool admissions

by Owen Surridge

Uncertainties about student numbers, finances, the freezing of posts and the maintenance of teaching standards in the face of worsening staff-student ratios, were now resolved, Emeritus Professor Robert Whelan, Vice-Chancellor of Liverpool University, has told the Court.

Professor Whelan said in his report that the overall number of student numbers had remained constant compared with 1976-77 but admissions in October 1978 had risen by 8 per cent. The target for 1981-82 was 8,800 full-time, a 23 per cent increase on 1976-77. Competition for entry remained high, more than 25 applicants for each place in veterinary science, more than 15 in dental surgery, and more than 14 in medicine, were received in 1977. A feature in recent years had been the growth in the proportion of women students. In June 1978, 2,358 full-time women students were registered, representing 33 per cent of the total. In 1972 the percentage had been just a little above 30 per cent. The percentage of mature students, currently about 10 per cent, had increased and this trend was likely to continue.

but fears that the rise in tuition fees for postgraduate students would lead to a decline in full-time numbers has been justified. The number of full-time postgraduate students had declined by 9 per cent since 1975-76 and the number of part-time postgraduates had risen by 71 per cent. "These trends have considerable implications and the university has established a working party on part-time fees to examine the relationship between the fee levels charged for the different types of attendance and duration of courses in the two modes of study." Professor Whelan said there was considerable evidence that the adherence of the university to government pay policies was having an adverse effect on the recruitment of non-academic staff. "It is becoming increasingly difficult to recruit technicians, secretaries and skilled craftsmen at the salaries we are able to offer, and in many areas we have lost staff who have been attracted by higher pay for the same level of responsibility as they had in the university." He also said that the university hoped to review its arrangements for participation and consultation with non-academic staff to see if they can be improved.

How to keep track of poly dropouts

Agreement should be reached soon on a way to collect reliable and comparable data on the numbers of students who fail to complete their courses at polytechnics. The group which represents most academic registers at the polytechnic has been working out a scheme in contact with Department of Education statisticians. But it is unlikely that even this more sophisticated method of data collection, which is expected to apply from the academic year 1979-80, will produce figures which can safely be compared with the drop out rates for the universities. Only a few polytechnics have so far been using the so-called cohort system of analysis, which follows a given intake of students through their college careers. Among them are Sheffield, where the principal, the Rev Dr George Tolley, has disclosed a 25 per cent wastage rate, and Bristol, where analysis since 1973 has indicated a broadly similar level. A number of others are well advanced in bringing the system into operation, after years of collecting the data on a basis which is of value only for internal purposes, such as identifying courses which have a relatively high number of students who drop out without qualifications. The registers are cautious about the uses to which comparable data may be put when it is available. "We are not interested in a league table of polytechnics based on their wastage rates," one said. The university figures are due in January. The polytechnics have traditionally used a much earlier day in the academic year, and they will probably opt for early November from next year. The net effect of this is that the polytechnic enrolments include many students who leave in the early weeks of their first term, perhaps to join university courses.

Another factor offered as contributing to a higher wastage rate in the polytechnics is the lower standard of recruiting to HND courses and below.

The cost of siting a home badly

The bad selection of a site for a private home could add up to 15 per cent to the building costs, according to research being carried out at Aston University. Dr Barry Simpson, of the architectural planning and urban studies department, has shown that the cost of building two identical houses in the same neighbourhood on different sites can vary significantly if there has been scant regard to the situation of gas, water or electricity supplies. The university is working on a detailed programme to help Government and local planning authorities to pick the best sites for housing development.

New Oakes councils still shrouded in mystery

by Peter David

The Education Bill published last week finally gives an official name to the national higher education body proposed in the Oakes report. Two Advanced Further Education Councils will be established for England and for Wales. Between them they will require about 60 staff and cost about £300,000. But the Bill leaves some details of the working and constitution of the councils. The only guidance on membership—which was the most contentious issue dominating the Oakes group's discussions—is that each council should consist of a chairman and other members appointed by the Secretary of State. The functions of the powerful new bodies are spelled out in three short paragraphs. They are to advise the Secretary of State and local education authorities on "any matter connected with the provision of advanced further education in establishments maintained or assisted by such authorities". They will also be allowed to give advice on advanced further education in other, non-local authority, establishments in order to introduce the new form of modified pooling recommended in the Oakes report. The Local Government Act 1974 will be amended so the Secretary of State can designate areas for regulation and without resorting to primary legislation.

But the carefully constructed legislation leaves a host of major issues open for further negotiation. It does not specify the constitution of the new councils, although local education leaders have been told local authority representation will be increased and their "voice" powers enhanced. The Bill leaves open the important question of whether central government will pay the costs of the councils and local education authorities will pay the costs of the modified pooling arrangements. The Bill also leaves open the question of whether the councils will be able to do the jobs set out for them in the Oakes report. "All sorts of problems" had still to be worked out. Also included in the Education Bill are important changes in the awards regulating extending the powers of the Secretary of State to regulate particular courses eligible for automatic mandatory grants. At present the DES is allowed to rule that specific degree-equivalent courses can be eligible, but for other courses primary legislation is necessary to include them in the mandatory category. When the Bill is enacted, the Secretary of State will no longer need legislation to designate courses "relevant to the pursuit of professions or vocations and certain courses provided in conjunction with overseas institutions". The cost of the extra courses which may be designated for mandatory awards could be up to £10 a year, for which local education authorities will be reimbursed 90 per cent by the DES.

Delay likely in student unions' finance changes

by John O'Leary

A new system of financing student unions will have to be implemented, albeit later than planned, Mrs Williams, Secretary of State for Education, has said in answer to a parliamentary question. Mrs Williams's Commons statement followed a letter to the National Union of Students from Mr Oakes, Minister of State for Higher Education, suggesting a meeting of students, local authorities and representatives of the universities and colleges. This would attempt to reach agreement on a new system. At the same time, Mr Oakes said, he would be willing to consider any alternative scheme put forward by NUS or any of the 49 bodies which responded to the proposals announced by the Department of Education and Science in May. He was well aware of the reservations NUS and others had about the proposals, but they would have to form the basis of discussions in the absence of any alternative. Mrs Williams said a large proportion of those responding to the proposals were ready to accept them as outlined, but a number of points remained to be discussed. It was necessary to delay until 1980, she said, in implementing the scheme, the DES would recommend that rise in student union subscriptions are kept "within acceptable limits". Mr Trevor Phillips, NUS president, said that there would now be a delay because it was too late for any new system to be put into operation in 1979. "We welcome the invitation to meet and discuss new proposals," he added. "We are confident that NUS will be able to put forward a solution which will satisfy the need for public accountability but which does not threaten the independence of student unions."

Some 400 delegates are expected to attend an emergency NUS conference at Goldsmiths College, London, tomorrow to discuss the question of the implementation of the proposals. The DES would recommend that rise in student union subscriptions are kept "within acceptable limits".

CALL FOR PAPERS 5th International Conference

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Send abstracts and inquiries to: Improving University Teaching, University of Maryland University College, University Boulevard at Adelphi Road, College Park, Maryland 20742.

Euro squabble delays mobility debate

by David Jobbins

Hope of an early agreement on mobility of students within the Common Market were dashed when a major row led to cancellation of a Council of Education Ministers meeting due this week in Brussels. The clash, between the French and Danish Ministers, was caused by a massive annual influx of German medical students unable to find places in their own country. Other proposals, including a Confrontation scheme and a programme to encourage study of the EEC in school curricula, were also virtually certain to be agreed. No new date has been fixed for the meeting, but it is certain it will not be before the New Year. The Commission is known to be disappointed that the talks should have to be aborted when the preliminary discussions seemed so

promising. Britain had been enthusiastic about the general drift of the Commission's proposals, and officials say, played a constructive part, showing a concern to develop the programme of cooperation among the Nine. The rift which proved so damaging was particularly evident in nature. Britain was not directly involved. The French held out for a stated legal basis for any Community expenditure, even though the Commission's proposals drew finance only partly from EEC coffers, the rest coming from national budgets. The French wanted the inclusion of references to a particular article of the Treaty of Rome to achieve this end. But the Danes decided at the highest level that increasing Com-

munity competence to act in areas not closely defined by the Treaty should not be encouraged. They were totally opposed to the French attempt to give the proposals the imprimatur of the Treaty, which they felt they should not have. A conference to discuss higher education in the EEC, and particularly the proposals for free interchange of students between the member countries, will be held at the Rival Festival Hall, London, on December 15. The main speakers will be Mr Hywel Jones, senior EEC education official; Dr Edwin Kerr, chief officer of the Council for National Academic Affairs; Sir Roy Marshall, secretary-general of the Committee of Vice Chancellors and Principals; and Mr Christopher Price, MP.

New Tory spokesman favours local college links

by Judith Judd

Mr Carlisle believes his job is to bring unity to the Conservative education committee. "My responsibility is to draw our policy together and to expand it as a coherent whole." He is 49, a QC, and was educated at Reigate College and Manchester University. He entered the Commons in 1964, and in 1970 became under-secretary at the Home Office. Within two years he became Minister of State. He describes his political position in the party as "left of centre". He is a member of the Bow Group and the Tory Reform Group. "I believe politics is about capturing the middle ground." He made his maiden speech in the Commons in favour of the abolition of capital punishment, but last year supported the death penalty for terrorists. In general, he expects that his education policy will differ little from that of his predecessor, Mr Norman St John Stevas. He is concerned that any change in the education system should not threaten standards, and is opposed to the idea of four-year degree courses which some universities have said will be necessary if N and F levels are introduced.



Students from Birmingham staged an anti-in outside the Polytechnic of Central London on the National Union of Students' day of action last Friday.

National library given approval

by Patricia Santinelli

Britain's first truly national library is now a firm part of the Government's programme, with the approval of the first phase of a new building for the British Library at a cost of £75m. This was stated by Lord Eccles, the chairman of the British Library, this week by a group of lecturers attending the first conference for the Creative and Performing Arts. It was sponsored jointly by the Council for National Academic Awards and the Gulbenkian Foundation in Stratford upon Avon last week. Delegates from the CNA, the colleges, arts councils, arts associations and the Department of Education and Science attended the conference. The CNA has now approved seven degree courses focusing on dance, drama, and music and their theory and practice, and the first students will graduate this year. The call for a change in entry requirements was made by one of the conference workshops. It was not formally ratified as the conference was not a decision-making body, but it will be sent to the colleges for discussion. The workshop also strongly recommended some form of accreditation which would both satisfy the academic boards and the local authorities but would also give the colleges greater freedom to make entry requirements more specific to the courses on offer. The CNA has a sub-committee looking at the question of entry requirements for these students. One problem in changing the system would be that mandatory grants from I.E.A.s become discretionary if a student does not have two A levels. Mr Colin Rains, of Trent Polytechnic, told the workshop: "Most A level courses are not the only indicator of ability and certainly do not indicate potential in our area. There are few appropriate A level courses preparing for the creative and performing arts. Better guides to student capacities for the courses that we are running may well be found outside the A level system. We also have mature students of potential applying to our courses who are unable to enter because of obstacles in the entry clauses within the regulations."

On with the dance in performing arts

by Ngaio Crequer

Lecturers in the creative and performing arts have called for an increase in the number of "exceptional entry" admitted to their degree courses. They want the present 10 per cent quota to be raised to 30 per cent. They argue that A levels are inadequate indicators of potential in the performing arts, and in many cases "relevant" A levels are not taught in schools or pupils are discouraged from taking them. The call was made by a group of lecturers attending the first conference for the Creative and Performing Arts. It was sponsored jointly by the Council for National Academic Awards and the Gulbenkian Foundation in Stratford upon Avon last week. Delegates from the CNA, the colleges, arts councils, arts associations and the Department of Education and Science attended the conference. The CNA has now approved seven degree courses focusing on dance, drama, and music and their theory and practice, and the first students will graduate this year. The call for a change in entry requirements was made by one of the conference workshops. It was not formally ratified as the conference was not a decision-making body, but it will be sent to the colleges for discussion. The workshop also strongly recommended some form of accreditation which would both satisfy the academic boards and the local authorities but would also give the colleges greater freedom to make entry requirements more specific to the courses on offer. The CNA has a sub-committee looking at the question of entry requirements for these students. One problem in changing the system would be that mandatory grants from I.E.A.s become discretionary if a student does not have two A levels. Mr Colin Rains, of Trent Polytechnic, told the workshop: "Most A level courses are not the only indicator of ability and certainly do not indicate potential in our area. There are few appropriate A level courses preparing for the creative and performing arts. Better guides to student capacities for the courses that we are running may well be found outside the A level system. We also have mature students of potential applying to our courses who are unable to enter because of obstacles in the entry clauses within the regulations."

Clash at OU over proposal to limit senate

by Maggie Richards

A new three-tier system of government involving restricted membership of senate is being proposed for the Open University. The proposals have been welcomed in some quarters as an attempt to clarify a structure which has become increasingly cumbersome with the vast expansion of the OU over the past nine years. But other observers have challenged them, claiming they represent an attempt by the OU council to curb the powers of senate.

The next meeting of the senate on December 12 will receive a report on reactions to the proposals from various bodies within the university. A meeting of the senate earlier this month agreed to the establishment of a working group to examine further those sections dealing with new participatory mechanisms. Proposals for restructuring the system of government have come from the university's senate review group, set up a year ago to examine the existing procedures and to look at the relationship between senate and other organs of government and management. The group's report points out that the senate has grown out of proportion to the size envisaged when the university was established: from 140 members in 1971 to 721 representatives today, and an estimated 900 by the early 1980s. Senate's size is inhibiting decision-making in a variety of ways, the report suggests.

It also points to low attendance figures—averaging out at 28 per cent over 10 meetings—as an indication that senate is losing credibility among academics. The high costs involved in organizing the three ordinary meetings a year is spotlighted. If every member attended overall costs would be in the region of £37,000 per meeting; even under normal circumstances the cost is about £14,000, the report states.

A body constrained by such problems cannot operate efficiently, the report maintains, and it goes on to compare senate's performance with that of the much smaller Open University Council.

It acknowledges that friction exists between senate and council, particularly in matters of staffing. Recommending changes to the Open University Charter on this point, it says senate has played a more prominent role in this area than was originally envisaged. "The university has accepted that the determination of terms of service for academics as well as other staff, is a matter for negotiation between the council as the employer and appropriate trade unions. Procedures now exist for conducting these negotiations. In the case of academic staff the procedures have been working for some time and, we understand, working well." There is, therefore, insufficient justification in our view for the senate to continue to have a role in determining the terms of service for academics.

Reform should allow for a smaller senate, comprised mainly of academic staff and numbering less than 100. This would allow the new body to meet eight or nine times a year. No substantial changes are proposed for the council, although the report suggests membership should be widened to include some graduate representatives, a few more students and part-time academic staff. The case for admitting representatives of non-academic staff should also be considered. To reconcile differences of opinion between the revised senate and the council, the establishment of a joint university board is recommended.

Beneath the two major governing bodies of council and senate a third-level debating forum is proposed. The university community to come together, as a community, to debate matters of current concern and issues of long-term importance. But this third tier should have real power, and not be reduced into a talking shop. Membership of this "Open University Assembly" would be open to all professional staff and would allow for student and part-time staff to be represented.

BL campaign safeguards John Evelyn library

Strenuous attempts by the British Library to safeguard the majority of books from the John Evelyn Library, annotated by Evelyn himself, have been successful. The operation meant attending to successive auction sales at Christie's where the library was finally able to acquire 278 volumes. The survival of the library of the diarist John Evelyn (1620-1706), which was the first in England to be founded on systematic principles, was threatened last year when a combination of tax and legal problems forced the trustees to sell it.

Great efforts were made to purchase it on bloc, so that it might be returned to Christ Church Oxford, where the books had been on deposit for many years. However its dispersal could not be checked, and BL—through the encouragement of the Pilgrim Trust—its own funds—determined to keep together the most important items, especially associated with Evelyn.

These include a large number of the books of Robert Boyle, a close friend of Evelyn's, the works of

RESEARCH

Now it's that 'Friday feeling'

by Ngalo Creguer
That Monday morning feeling, which used to produce a high degree of absenteeism in the work force, has now been replaced by days off at the end of the week, according to research conducted at Edinburgh University.

Dr Hilde Behrend, professor of Industrial Relations in the department of Business Studies at Edinburgh, looks at the problems of absenteeism in *How to Monitor Absence from Work: from Headcount to Computer*, published by the Institute of Personnel Management.

Professor Behrend argues that one of the major obstacles to regular monitoring of absences has been the lack of suitable records at plant level. The information needed could be extracted from records compiled for other purposes only at great cost, and delays would mean

that the evidence and findings would come too late to be useful. She says advance planning is essential for tackling the problem, and has developed an individual absence record form for monitoring absences and for computer analysis.

Professor Behrend noticed considerable changes in the pattern of absence since the early postwar period, drawing on evidence provided by Scottish industry.

She found that the proportion of days lost by uncertificated one or two day absences out of total days lost was much greater earlier than in 1969. The dominant factor at the end of the 1960s and the early 1970s was certificated absence—namely, absence of three days or more.

The higher incidence of one day absences in the earlier period pro-

duced a marked "Blue Monday" absence pattern, with days lost declining in the course of the week. But the pattern which now predominates is a "sickness" absence pattern where the number of days lost tends to increase slightly towards the end of the week.

Sir Monty Finniston, chairman of the Scottish Business School, writes in the introduction to the study: "If Professor Behrend's call for more information on, and study of, absence from work is answered, using the comparatively simple techniques which she recommends, and if proper regard is then paid to determining the subtle underlying reasons for these absences, in these areas where it is most damaging to the operations of a company, perhaps one further deficiency in our control of industry will be removed."

The work is being carried out under the leadership of Professor Gerald Scott, professor of chemistry and head of the Aston Polymer Research School. The Chemicals and Minerals Requirements Board of the Department of Industry has provided a three-year £48,000 grant for the research.

Professor Scott said: "It is already possible to recycle some high grade polymers used in industry. But the business of reprocessing ordinary plastic rubbish—from industry for example—is not cost effective because reprocessors would have to carefully sort out the good material from the bad."

He said that low-grade plastics, when recycled, are brittle, and others are quickly degraded to the chemical effects of sunlight.

"Problems also exist in overcoming inherent incompatibilities of different types of polymers. It can almost be likened to the mixing of a cherry cake, where the introduction of the second phase, the cherries, effectively weakens the adhesion between the basic ingredients of fruit and flour."

"Considerable progress has already been made in overcoming these fundamental problems, and further developments will include the use of additives to improve the mechanical behaviour of mixed plastics. These would effectively convert recycled polymers into a tough engineering material, rather like turning the fruit cake into a bread loaf", he said.

Cherry cake clue to plastic recycling

Researchers at Aston University are examining new ways of recycling plastic waste which would enable the packaging for food containers and wrapping film to be used over and over again.

It is estimated that two and a half million tons of plastics go to waste each year in Britain alone. Successful recycling could mean the saving of a substantial proportion of this valuable resource.

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Winkles keep a safety lookout

by John O'Leary

Thanks full of Scarborough winkles are being tricked into revealing the extent of the danger to human life from radioactivity in the seas around Britain.

Everything possible is being done to convince the winkles that they are safely at home on the Yorkshire coast, but they are actually the locked Manchester University.

The reason for the deception is that scientists at Manchester are anxious to observe the molluscs in a controlled environment to find out how much of a radioactive isotope they absorb. This is one of the most active ingredients of the effluent which flows into the Irish Sea from the Windscale atomic energy reprocessing plant.

Although most waste products from the plant are stored in tanks, a three-mile pipe off Seacastle takes some liquid left-overs out to sea. Some is taken up by seaweed, which is harvested and made into lava bread in Wales, and it is also concentrated by shellfish such as winkles, which are regarded as a reliable biological indicator.

Winkles from Scarborough have been chosen for the experiments because the sea there is considered to be the least radioactive and therefore provides a "clean" start. The winkles, they are placed in tanks among small rocks, with artificial light simulating day and night, and a system of pipes and time clocks providing tides.

The research is being carried out as a joint project under the direction of Dr Philip Day, a lecturer in chemistry, with day-to-day supervision by Mr Akbarian Kalajeh, a research student in the zoology department. They hope that their work will provide crucial information about the danger of radioactive pollution of the seas.

What the employers want in the way of qualifications

Selection methods used by employers to recruit young people are to be investigated by the University of Hull's department of social administration with funds of over £30,000 from the Department of Employment.

The principal aim of the project, to be undertaken by Mr Brian Showler, will be to establish, on the basis of local labour market analysis in Hull and Huddersfield, the extent and characteristics of the methods used by employers to select young people up to the age of 25 and the implications these may have for their employment.

The potential criteria for selection will include age, educational qualifications, previous employment and unemployment experience, attitudes, aptitudes and other personal factors.

Mr Showler will examine the extent to which selection criteria vary

over the economic cycle and between different local labour markets conditions, as well as the degree of formalization and articulation of recruitment and selection procedures. He will also investigate the extent to which employers use job and aptitude tests, for example, to select different levels and types of jobs, and between males and females, school leavers and other young people.

The study will be based on interviews with a sample of employers and a number of case studies of employers as well as an interview survey of school leavers and other young people recently employed and the sample of firms. It will include a comparative sample of unemployed school leavers and young people in the Hull and Huddersfield "travel to work" areas.

Swimming in alcohol

Life seems to be looking up for the trout. Already happily cosseted in cosy fish farms spread round the country, the lucky fish are now to be provided with food that has a special, and distinctly pleasurable flavour—whisky!

This faintly bizarre notion is the outcome of research being carried out at the New University of Ulster where researchers have developed a special micro-organism which will convert whisky distillery waste into protein. The project, being carried out at the school of biological and environmental studies, has finished its

laboratory trials and a pilot industrial plant is to be set up at the nearby Old Bushmills distillery.

Once the protein is produced in significant amounts, another project will be set up to investigate the nutritional potential of the protein. This will involve using the protein to feed rainbow trout which require high protein diets although not in large amounts.

The pilot plant should be ready for use in about a year and the full results of the project could be expected in about three years. A grant of £140,000 has been provided by the Wolfson Foundation for the construction of the plant.

Keep the home fires burning

by Robin McKie, Science Correspondent

Tenants in a proposed housing scheme which is to be heated by alternative energy sources are to be the subjects of a sociological research study to be carried out by Hull College of Higher Education. The alternative technology group there is to study the life styles of residents in the 32-house scheme which is to be built at Bransholme Estate, Hull.

The houses are to be provided with 75 per cent of their heat from a 130-kilowatt windmill and the remainder will come from a low-output coal burner being specially developed for the project by the National Coal Board.

The research brief will be to investigate the difficulties involved in living in a house to be heated by alternative energy. Problems will involve the use of overnight shutters to minimize heat leakage and timetables to maximize the most efficient use of heated water.

Dr David Hodges, a physicist attached to the project, said the group would also be involved in giving advice to the tenants on how to set up a housing community council which would run the scheme, once the three-year research project had ended.

He added that the group would also be involved in the selection of tenants. "We want to select people who are not too keen. It is no use having people that would put on six woolly jumpers just to keep down heating bills. We need fairly average sorts of tenants for this."

Dr Hodges said the project was important in the future design of housing to be heated by solar or wind power. "These houses seem very futuristic at the moment but we reckon that in about 20 years they could become economically viable", he added.

A major application for the technical aspects of the project has been submitted to the energy technology support unit at Hull, but the Hull group stress that the social and technological aspects are to be considered as equally important.

The go-ahead for the construction of the scheme has still to be given by the Department of the Environment but it is expected that the houses will be built by 1981.



Early type of solar heating coil—rubber hose.

Casual approach to medicines at home revealed in survey

Disturbing statistics showing that only 14 homes in a survey of 111 possessed a lockable medicine cabinet, and less than 1 per cent of medicines being kept in a child-resistant container, have emerged from a project at Brighton Polytechnic.

The survey, by Dr John Harris, Mr John Talman, and two students, is a good example of the polytechnic's involvement in immediate social problems. It recently won the Chemist and Druggist Medal and Award for the best paper in the practice research section at the British Pharmaceutical Conference at Warwick University.

The survey revealed that 50 per cent of all medicines in the home were not in current use, and some 40 per cent of unused medicines were out of date. Moreover, patients were unsure of the best way of disposing of the latter.

It was also found that one quarter of medicines did not carry clear directions for use and many patients had forgotten the prescriber's instructions. In a number of cases medicines had been transferred to unsuitable containers, while some were being used by patients for whom the medicines had not been prescribed.

Problems of growing old are neglected by universities

by Peter David

British researchers are neglecting the problems of aging, and have fallen far behind the work being done in the United States by university institutes of social gerontology, according to a report by Dr Mark Abrams, director of the Age Concern research unit.

Dr Abrams says that although universities and polytechnics are responsible for half of the 160 projects under way on aging, academic research in this field is not widespread. At 18 out of 40 universities no social research on the aging is in hand.

At another 13 universities, including some of the largest, only one project is being undertaken. Only the Universities of London, Manchester, Exeter, Swansea, Leeds and Birmingham have an extensive interest in the problem.

Nearly one-third of all research projects on aging were financed by local government, and nearly one-quarter by central Government, the report claims. Only 5 per cent were funded by the Social Science Research Council, and half of these were grants to research students working on non-research topics.

The total funds provided by the SSRC amounted to considerably less than its single grant for the study of one of the 1974 general elections.

Dr Abrams claims there is a serious mismatch between research activities and the needs of the elderly. A high proportion of research is concerned with institutional housing although no more than 3 per cent of people of pensionable age live in sheltered or residential homes.

In contrast, only 5 per cent of all projects deal with day hospitals or day care centres, which have been seen as the lynch-pins of the community care strategy favoured by the Government.

Several major areas of age research are relatively neglected, the report says. Class differences in life expectancy deserve more attention, as do the merits of the different retirement programmes now in existence.

But "the most striking and important gap" in British social gerontology is the absence of any longitudinal research concerned with the aging rather than simply with the aged.

North American News

Teacher centres launched

from Clive Cookson

WASHINGTON
The first Federal funds to set up teacher centres have been distributed during the autumn. The centres involved are relatively small: \$2.5m will be handed out to 60 centres in 1978, and Congress has appropriated \$12.65m for 1979.

But the fact that the national teacher centre programme has got off the ground at last is seen as a victory for the organized teaching profession — represented by the National Education Association (NEA) and American Federation of Teachers (AFT)—and a potential threat to teacher training colleges and university schools of education, which could lose some of their business.

The idea of the teacher centre—a place for elementary and secondary school teachers to talk about problems and experiences among themselves and with experts from outside—has been around for many years. Hundreds of centres have been established in the United States with non-federal funds, many by colleges and universities and by state and local education agencies.

Congress passed the legislation to set up a national teacher centre programme in 1976, after years of lobbying by the two big teacher unions, the NEA and AFT. It was funded for the first time in 1978.

About 500 applications for grants flooded into Washington this year, and the funding was enough to support only one in eight. Although formal recipients of the grants are either school districts (55) or

institutions of higher education (5), the whole point of the new centres is that they should be run by active classroom teachers for their own benefit.

Indeed the unions lobbied hard and successfully to have teacher control written into the regulations for the new centres. Classroom teachers formed a majority on the panels that reviewed the grant proposals, and they will constitute a majority on the policy board that controls each centre.

The strong influence of the AFT and NEA on the programme worries people who are suspicious of unions, and in particular those who feel that the organized teaching profession is undermining the power of lay school boards and parents in American public education. For their part, the unions say the new programme is the first to give teachers the opportunity to shape their own in-service training, which has until now been dominated by school administrators and institutions of higher education.

The American Association of Colleges for Teacher Education is disturbed by the failure to define the role of teacher centres in the United States and to clarify the relationship between their activities and in-service and masters degree programmes run by schools of education.

The association's director of government relations, David Imig, said member institutions should confine themselves to helping teachers deal with local problems in specific schools, leaving the more general issues to higher education.

Mr Imig said it would have been better for the Government to have

started an experimental teacher centre programme, deliberately funding alternative types of centre and evaluating their effectiveness. But, in fact, under pressure from the teacher unions, individuals and centres have been left free to follow their own inclinations without evaluation, so that, as the NEA puts it, "A teacher centre can be whatever teachers want it to be".

About 90 per cent of the federally-funded centres are associated with colleges and universities which will provide educational experts to help the teachers improve their classroom techniques and experiment with new curricula.

The proposal for a New York City teacher centre, which won the highest single grant in this year's contest (\$870,000) was put together by the United Federation of Teachers, the New York arm of the AFT.

"They managed to get all 31 institutions of higher education, all the school districts in the city, and the city board of education to go along with the proposal", said an official at the US Office of Education. "It's something of a miracle—and an indication of the political power of the UFT in New York."

AFT president, Albert Shanker, believes teacher centres will provide a "non-threatening environment" where teachers can seek solutions to the practical problems of teaching, which colleges did not prepare them for, and which they are afraid to discuss with their school head or administrators.

The AFT hopes teacher centres will be "only the first step in the process of reevaluating in-service training for teachers". If they succeed, they may revolutionize in-service education, thereby giving teachers the kind of professional control that now exists for other professions.

'More research will boost economy' call to Carter

James Wiesner, president of the Massachusetts Institute of Technology, has made a widely publicised plea to the Federal Government to support the research capability of the country's universities.

In a long address to the annual meeting of the National Council of University Research Administrators, Wiesner listed many damaging actions by congress and by the administration, whose cumulative effect was a "crisis" that could see the effectiveness of the nation's research universities seriously curtailed at a time when it needs to be enhanced.

The United States' "intense and complex economic problems"—noted by Wiesner—have led to a "crisis" in trade deficit and its struggle to keep ahead of Japan and Europe in high technology— "create an urgent need for a new level of university research", Dr Wiesner said.

Taking electronics as an example, he said the United States' traditional lead in the field was threatened by a \$382 million Japanese "Government" to develop and exploit the next generation of electronic chips before the Americans.

Recent discussions I have had with leaders of the American electronics industry indicate that the US is severely limited in manpower available to develop the new technologies," warned Dr Wiesner, who was President Kennedy's science adviser.

He listed the long-term trends undermining American scientific capabilities, including:

- A shift away from basic research to applied and mission-oriented research;
- Universities' laboratory equipment becoming obsolete. "I estimate the present scientific instrument deficit in our universities to be of the order of \$150 million to \$200 million, and growing."
- An increasingly inadequate reservoir of young scientists and engineers in research funding from year to year.

The 63-year-old president of MIT went on to list "a host of harmful factors" both Congress and by elements of the Executive. He mentioned for example the "arbitrary

limit" of \$47,500 a year which Congress recently placed on the salaries of faculty members who receive support from the National Science Foundation.

"What this means is that congress is limiting the reimbursement of salaries of the best faculty, the stars, the Nobel prize winners, those people who make our institutions great. Universities will have to make up the difference, starting with an already substantial impact, and that's only the beginning."

But Dr Wiesner focused most of his wrath on the proposals of President Carter's Office of Management and Budget to change the accounting principles and regulations for the direct and indirect costs of research (THES, April 28).

Circular A-21, as the proposals are known, would substantially weaken universities' research capabilities, he maintained, not only by depriving them of millions of dollars worth of Federal support but also by imposing additional administrative burdens.

For instance, the proposed revisions "insist that when research costs are determined, students must be regarded solely, and narrowly, as learners and not as the contributors they are to research activities. This position is in complete contradiction, of course, with the reality of the situation..."

But Dr Wiesner's fundamental objection to the new A-21 proposals was philosophical: "They move in the direction of viewing universities in the same manner as commercial organizations and away from the concept of a partnership between the universities and the federal government. In short, the proposed revisions would move us closer to the concept that universities are simply vendors—and vendors are essentially indistinguishable from industrial or commercial organizations—from which the Federal Government can procure services."

He concluded by appealing to President Carter and his Administration to change present practices until a broad review of relations between the Federal Government and research universities has been completed.

Appeals court ruling in sex bias case overturned

To the general relief of American academic administrators, the Supreme Court has nullified a controversial appeals court ruling that a state college in New Hampshire discriminated against a woman faculty member by twice refusing to promote her to full professor.

The American Council on Education, which submitted a "friend of the court" brief on behalf of Keene State College, argued that "the independence and integrity of the academic enterprise... on which the survival of our political system depends, is gravely threatened by the judgments of the US Court of Appeals for the first circuit, and the district court below it, against the college."

These two lower courts found that Keene State was guilty of illegal sex discrimination against Christine Sweeney, an associate professor of education whose request for promotion was turned down twice (by all-male review panels) before being granted in 1976. They ordered the liberal arts college to backdate her promotion and give her back pay.

The ACE, the United States' biggest and most comprehensive higher education association, made it clear that it was not interested in the details of whether or not Dr Sweeney was unlawfully denied promotion, but was intervening to protect the principle that the academic decision-making process should be immune from judicial interference.

The Supreme Court came down in favour of Keene State only by the narrowest possible 5 to 4 margin. Although the ruling was couched in somewhat complex legal language, it effectively sent the case back to the Appeals Court for reconsideration, with instructions to judge the

college by a less harsh standard. The five justices in the majority said the Appeals Court had put too heavy a burden on Keene State by asking it to "prove absence of discrimination". An employer accused of violating a civil rights law need only "articulate some legitimate, nondiscriminatory reason" for his conduct, they said.

The four dissenting justices, who wanted to uphold the Appeals Court finding in favour of Dr Sweeney, released a contrary opinion, accusing their five colleagues of drawing a "false distinction... for the first time in this case" between the words "articulate" and "prove".

The first circuit court said Keene state had presented "informative" evidence to show it was not guilty of discrimination, but not enough to dispel the inference of discrimination established by Dr Sweeney. She maintained that there was a general pattern of discrimination against women at the college in hiring, promotion and salaries.

If the Supreme Court had ruled the other way and forced academic institutions to prove non-discrimination, "monumental problems would have been posed for colleges and universities", the ACE said, because the entire peer review process would have to be reconstructed, as the college age population in this nation declines and as the number of unemployed or underemployed PhDs increases, litigation over employment decisions at institutions of higher education can be expected to increase.

The Keene State v Sweeney decision backs up the Supreme Court ruling earlier this year against Charlotte Horowitz (THES, March 17), which left universities free to dismiss students for academic reasons without a hearing.

Top Ten picked in campus poll

from our correspondent

WASHINGTON

American academic leaders show remarkable agreement over the country's 10 "leading" universities. They are (in alphabetical order): Berkeley, Chicago, Columbia, Harvard, Michigan, MIT, Princeton, Stanford, UCLA and Yale.

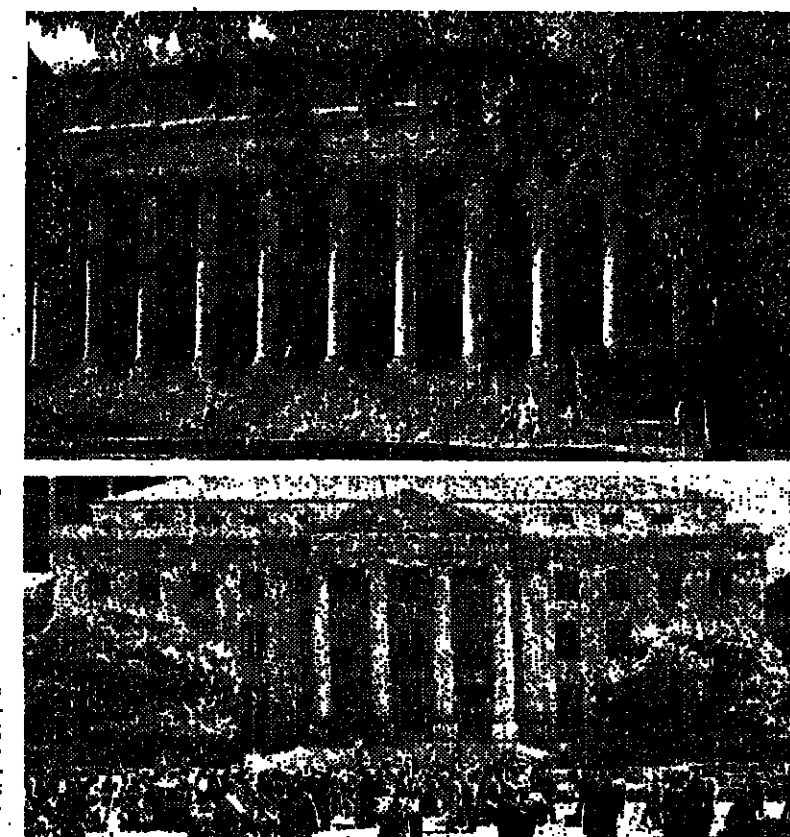
Richard Johnson, research director of the Exxon Educational Foundation, said the direct and indirect costs of research (THES, April 28).

The same 10 institutions were named by 84 per cent of respondents in major doctorate-granting universities, 75 per cent in "comprehensive" colleges and universities, 71 per cent in liberal arts colleges, and 52 per cent in community colleges.

Ranking universities by "peer judgments" of their research and professional programmes—and then arguing about the results—is a well-known American obsession. But Dr Johnson indicates that the survey, which is published in the November issue of *Change* magazine, is the first to focus on "attributes of leadership at the institutional level."

He writes that the "list of institutions cited by our respondents looks very similar to a list that might be produced by combining various programmes in prior studies to generate an overall institutional listing". Nevertheless, Princeton, which lacks prestigious professional schools, does not feature on many lists. Seven of Dr Johnson's top 10 institutions are private and three (UCLA, Berkeley and Michigan) are state universities.

The survey revealed an interesting paradox. Although the respondents showed a striking agreement about the 10 institutions with the



Berkeley (top picture) and Harvard (above), two of the 10 "leading" universities, according to a survey of academics.

greatest influence nationally, they produced completely different lists when asked to name the main sources of influence on their own institution.

Not surprisingly, perhaps, liberal arts colleges named other liberal arts colleges and community colleges named other community colleges. Even comprehensive universities tended to list similar, relatively humble universities rather than the great research universities.

The pattern shifts again when leadership in the sense of innovation is discussed. Responses from all types of four-year institutions, including major research universities, cited liberal arts colleges when asked to list the leading institutions in educational innovation, though community colleges tended to name other community colleges.

He ended his report by taking a

swipe at the ranking game that he himself is playing: "The change study calls into serious question, then, the utility of the simple ranking orderings reported in past reputation surveys."

"It suggests that broader issues of education involving undergraduate as well as graduate programmes ought to be carefully considered whenever institutions are ranked. The structure of American higher education is far too complex to be understood in relation to any single academic procession."

Clive Cookson,
North American Correspondent,
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Supplement
National Press Building,
Room 541,
Washington DC 20045.
Telephone: (202) 639 6765.

from Uli Schunetzer

In a country perennially plagued by student unrest today's situation

from Gunther Klöss

Thus, the decision of the ZVS is not the result of a drastic fall in the number of applicants, although they have dropped, slightly, for some of the courses.

denounced the ignorance of medical school graduates at a string of universities all across the country.

from Guy Neave

in the foreseeable future, was envisaged in a statement by Mr S. C. M. Naude, director of education in the department, at a recent symposium.

South Africa's colleges for advanced technical education (there are four)

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Israel is to stage a 1

Participants will in
Isalah Berlin, Profe
Bullock Daniel Ball

from Emil Zubryn

In this division researchers expressed particular concern since amphetamines produce irreversible psychotic effects, mainly reducing cerebral faculties such as memory.

A number of students come from the Republic, but very few travel from "across the water," possibly deterred by the picture of Ulster life portrayed by British television.

Polytechnic records do not indicate where

A further response to the needs of the community is illustrated within the faculty of social and health sciences, which offers

the only physiotherapy degree available in

could not see the initial demand satisfied but they are still waiting for a relaxation. In fact they feel part of the demand is still untrapped, and one of the limitations is that they do not have a physical presence in the

As one senior administrator here, I have had over the past eight years a very happy and contented student body in terms of what they are getting educationally, in terms of courses, and employment prospects.

Maggie Richards reports on a unique experiment involving unemployed teenagers

Keeping Ulster's 5-Us out of the dole queue

The slogans daubed on a wall opposite Brooke Park Youth Centre in Londonderry are unequivocal: "Provos rule," "Rites One," "Rites Two," "Rites Three." They are a bitter reminder of the problems that haunt Northern Ireland, and of the underlying problems of unemployment and disadvantage which have dogged the province for generations.

But at Brooke Park an effort is being made to counter the effects of these problems. For the past 20 months the centre has been involved in a unique educational experiment which has proved so successful that it is now being expanded to other parts of Ulster.

The scheme, entitled Youthways, was established as a pilot project in January, 1977, in two areas—Brooke Park in Londonderry, and at a youth centre in Craigavon. It was designed to attract jobless youngsters aged 16 to 19, but where Youthways differed dramatically from other work programmes was in its target group—the very bottom of the academic heap. In Ulster terminology they have been dubbed the "5-U" group: unqualified, untrained, unemployed, unmotivated and unwanted by the rest of society.

After almost two years the scheme in the two centres is judged to have been an outstanding success in motivating participants to seek jobs or to undertake further educational opportunities, and crucially, in restoring their self-esteem. It may also come to be regarded as a significant development in the trend towards more informal approaches in the further education sector, and hold important lessons for secondary schools on ways of meeting the needs of lower ability pupils in their final years of compulsory education.

Before Youthways began at the two centres preliminary studies were carried out to assess the type of participants the scheme needed to reach. The research revealed a group of jobless, semi-literate and increasingly resentful young people who had escaped the mainstream educational and job opportunities provision and were existing in a twilight world made up principally of immediate family and a few close friends.

These youngsters, who had been without any formal education and been persistent non-attenders during their final year, most would have failed to find work or been unable to obtain permanent employment. Many would have been approaching the category of unemployable, the study concluded.

Youthways would aim to entice these youngsters on to 14-week courses in informal surroundings in their own locality. Programmes would be designed to offer students an insight into a variety of working environments and to introduce them to the possibility of continuing their education. But the principal object of the scheme would be to boost their self-confidence and help them relate more positively to society.

Londonderry, where the unemployment rate dropped only recently to 19 per cent, was considered a prime site for a pilot project. Craigavon, with a rather better employment record—though still poor by general Ulster standards—would provide an interesting contrast, it was suggested.

Essentially, the original curriculum format has changed little since the inception of the project, though the length of the course has been extended by several weeks in several of the newer schemes.

Participants become acquainted on an informal basis, and emphasis is placed on the development of a collective identity within the group.

Phase Two, held at a youth centre rather than in an educational institution to preserve the informal atmosphere, consists of an intensive job sampling exercise. Each Youthways participant is offered the opportunity to experience six different types of employment, ranging from social and community service to clerical and factory work. Having completed the initial sampling, each young person is invited to select two sectors for more concentrated periods of job experience during Phase Three.

As the final weeks of the course approach, the Youthways group embarks on another residential period—this time involving a range of leisure activities and designed to broaden knowledge of recreational pursuits and to instil confidence when tackling new situations.

Apart from the two residential elements of the course, time is divided into periods spent on job placement and sessions at the youth centre where special attention is placed on character development and confidence building. In the final phase time is devoted to specific projects to be conducted by the individual or by the group, and oriented towards work or the community.

For the pilot projects, Youthways candidates were identified by the local employment service and invited to participate by the scheme's tutors, but as links with other agencies have been forged, referrals have come from other social and welfare organizations. Once a candidate has indicated a willingness to take part in the scheme, a follow-up approach is made to explain the project to parents.

Originally four tutors were appointed to take charge of each of the two pilot schemes, supervising groups of no more than 20 young people. Recent transfer of the scheme from the youth service to further education has led to the allocation of three tutors for each group, back-up resources being supplied by the colleges.

Brooke Park's present course boasts 19 participants. Tutor in charge at the centre is Mr John Donaghy who came to Youthways after a period of working with alcoholics, and views unemployment and reliance on social security as yet another form of dependence, as equally debilitating to the individual as addiction to drink.

As regards Youthways, he has already become totally submissive to authority, and he sees his task as being a highly delicate one: to act in a supportive manner while encouraging scheme participants to become independent, and to resist the temptation to become over-protective or authoritarian.

At Brooke Park considerable emphasis is placed on group discussion and inter-reaction between Youthways participants and tutors, nurtured carefully in the first residential week of the course. Each member of the group is constantly urged to "take life seriously" and required to examine his or her own personal role in relation to the other participants.

The progress of Youthways' two pilot projects has been faithfully monitored from the beginning by a unit of the Central Economic Services, based at the Northern Ireland Department of Finance.

An early report on the first 50 young people to complete the scheme in Londonderry and Craigavon, suggested Youthways had greatly assisted them in finding work or continuing their education, and a more recent study, yet to be published, confirms this view.

The preliminary survey also revealed an incredible statistic—an attendance rate of 90 per cent, when compared to the previous school attendance records

of the group under investigation. The latest interim report, which reviews the first 12 months of operation, endorses the initial findings and concludes that Youthways has prompted significant and lasting changes of attitude amongst participants. The majority of young people who have passed through the scheme at the two centres have been very positively occupied at work or in education for a reasonable period since leaving.

The study also reveals that Youthways participants were generally former pupils of secondary intermediate schools (the province has not yet switched to a comprehensive system) and possessed few formal qualifications. Only 10 per cent had obtained GCE passes, 4 per cent had succeeded in a GCE subject.

Generally, Youthways participants came from families classified to belong to the bottom two socio-economic groups—in more than half of the families there were at least four children, and in over 40 per cent of cases the family's major wage earner was either unemployed or sick. Three quarters of the Youthways recruits lived in municipal housing.

At the time of completion of the survey of 70 per cent of those who had taken part in the scheme had gained employment, were attending an educational course, or undergoing industrial training.

Their performance was compared with the progress of a group of similar age and background who had opted not to participate in Youthways. Under 45 per cent of this group were occupied in similar pursuits.

Among the Youthways group, 26 per cent were officially classified as jobless, while in the comparison group 43 per cent were out of work.

In job-seeking activities, Youthways participants also performed better, and proved more determined than prior to embarking on the scheme. Of those who had applied

for jobs, two-thirds had obtained interviews and 15 per cent had a post pending.

They have also looked farther afield than before—obtaining work in the public services, craft areas and with the social services; all sectors untouched by the non-Youthways group.

Apart from obtaining a glowing research report, Youthways in Londonderry has made a considerable impression on local employers. From the outset, the importance of liaison with local industry was realized, and advisory panels consisting of employers, trade unionists and education officials were established for both pilot projects. Perhaps, too, the Londonderry scheme was fortunate in obtaining the support of Mr James Donohy—not only a major employer but also chairman of the region's education and library board (the Northern Ireland equivalent of the L.E.A. education committee).

But he is not the only representative of industry to be enthusiastic about the scheme. At the small firm of Ulster Ceramics, Mr Hilton Robinson has employed several former Youthways participants. He argues that the scheme benefits both employer and prospective employee, giving both an opportunity to obtain some insight into each other.

The relationship between industry and the scheme has not had a totally smooth passage. In one or two isolated incidents exploitation was suspected, and participation was hurriedly withdrawn. On other occasions trade unions have objected, insisting that the scheme threatened their position.

Despite overcoming teething troubles it is generally accepted that Youthways has yet to be perfected. A certain unease exists over the value of transferring the scheme out of the jurisdiction of the youth service and into the more formal structures of the further education sector.

For the future there is the intriguing question, posed in the latest research report, of whether Youthways is fulfilling its original objective of reaching the most severely disadvantaged young people—or whether there is yet another area which the scheme has failed to attract.

One of the most avidly interested spectators watching the progress of Youthways has been Lord Melchett, Minister of State for Northern Ireland, whose brief encompasses the province's education system.

He is convinced the new links with further education will benefit the programme in the long term, encouraging more young people to continue their education and allowing for greater expansion of the Youthways project through the availability of additional resources.

Freeing the youth service for other non-educational tasks may, he suggests, also help capture young people who have fallen through the Youthways net. For through the Youthways net, he says, the answer may lie in more widespread provision of "drop-in" centres, informal coffee-bar style youth establishments which have been developed in Ulster.

Lord Melchett is also concerned that some of the experience gleaned from the Youthways project should be related to the schools and, particularly when attendance is made to combat high non-attendance rates.

It is criticism that Youthways is raising expectations without being able to fulfil them in job terms, he replies: "Nobody pretends the scheme is going to change the world—there is still a high unemployment rate. But we have seen what other effects the scheme has had—these young people now involved in other recreational activities and are better at understanding and communicating with society."

He has been pleasantly surprised by the extent to which Youthways has managed to persuade young people to become involved, as well as being impressed by the number who have acquired jobs.

The plight of black Zimbabweans wanting to continue their studies discussed by Peter O'Neill

Hundreds of young black Zimbabweans in Britain, frightened to return to Zimbabwe until a settlement is reached, have been caught in a complex web of Home Office regulations leaving many of them penniless and most with an uncertain future.

According to officials in various voluntary agencies trying to help them, the Zimbabweans have no security of stay. Yet while the Zimbabweans continue their studies they can be asked to leave Britain, possibly to face service in an illegal Rhodesian army, arbitrary arrest, torture, harassment and sometimes execution.

Because of their unclear status of nationality a government official here could decide that they should leave Britain in spite of the individual saying it was not safe for him or her to return to Zimbabwe or that they were frightened to do so.

The officials in the various agencies preferred not to be named nor details of their case histories made public. They said that they were not sure of the Home Office, or authorities in Zimbabwe. Those officials say that the Zimbabweans are the direct or indirect victims of a war and are fleeing with purses of money and papers in Salisbury. They also maintain that they are the direct responsibility of the British Government because they support its case against the regime.

About 500 Zimbabweans here are in a difficult position because of an extremely complex legal situation involving British law and UN Conventions on refugee status which leaves them in limbo. This is because the Home Office does not consider them refugees at all, but British passport holders from a Commonwealth country.

According to the Home Office, therefore, they fall under the 1971 Immigration Act and rules in Commonwealth Citizens.

The result of this policy, according to one senior agency official is that "We are facing increasing problems, particularly with black Zimbabweans, in trying to regularize their status in the UK and there must be a clear and new statement of policy by the Government

so these people have security until there is a settlement."

This is the general view of voluntary organizations involved, such as the International University Exchange Fund, World University Service, United Kingdom Immigrants Advice Service and the Joint Council for the Welfare of Immigrants, agency workers said.

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Then, in October 1975, the Home Office issued a statement which made special arrangements for "Rhodesian Africans" who arrived before that month without appropriate arrangements for study and their maintenance. They were allowed to stay "exceptionally". They have had relatively few problems in pursuing courses and then competing for jobs because few restrictions have been imposed on them.

But those arriving after that date have been classed solely under immigration rules. Home Office policy states they must show they already have places in approved educational institutions, arrangements for fees and maintenance grants before setting out for Britain and that they intend to leave the United Kingdom at the end of their course.

Those who wish to come to work must have already arranged a job and obtained a work permit issued by the Department of Employment before coming here.

What has happened to the 500 or so in difficulty now is that some have finished their studies and therefore no longer have the right to stay. However, they fear to return, but they have no right to work to maintain themselves because of immigration rules.

Others have qualified for places to continue their higher studies but are unable to raise the finance, because though the ODM scholarship scheme is generous, demand is much greater than supply. They also have no right to work, even just to make ends meet. The result of this policy, according to one senior agency official is that "We are facing increasing problems, particularly with black Zimbabweans, in trying to regularize their status in the UK and there must be a clear and new statement of policy by the Government

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Caught in Britain's own bureaucratic trap

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But those arriving after that date have been classed solely under immigration rules. Home Office policy states they must show they already have places in approved educational institutions, arrangements for fees and maintenance grants before setting out for Britain and that they intend to leave the United Kingdom at the end of their course.

Those who wish to come to work must have already arranged a job and obtained a work permit issued by the Department of Employment before coming here.

What has happened to the 500 or so in difficulty now is that some have finished their studies and therefore no longer have the right to stay. However, they fear to return, but they have no right to work to maintain themselves because of immigration rules.

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house with whom he is also almost certain to be an author himself. The young PhD student may be such a baiter. A senior academic acting as an examiner for a higher degree may be one. A person advising a research council on distribution of research funding may well also be in a useful position. There is a great need of relationships linking researchers to publishers through these intermediaries and the publishers rely heavily on them for their intelligence on the state of advancing knowledge as it were—the young researcher can be in a position of lacking knowledge about publishing and publishers.

There are indications that residential students at Oxford, Cambridge and perhaps London may well find it easier to link up with publishers through scholarly journals at a comparatively early point of their careers, rather than in the sur-

cannot do so, every area he covers. Publishers, and here I am referring specially to the in-house editors, have to be outgoing people who keep abreast of the latest research in their subjects and who must find out who the up-and-coming researchers are.

But all editors have to work within economic constraints and the books they publish and the publishing committees will be considered for their economic viability as well as their intrinsic scholarly value. In the late 1960s and early 1970s when the book business was at its nadir, publishing there is no doubt that some books of marginal quality were published (especially in some subjects in the social sciences) by houses who were clinging on to the hand of the state. Happily, for scholarship, though not for some publishing staff who go laid off after this boom, the scramble is now over. Indeed, the

BOOKS

The writing of history as literary and moral art

Germany 1866-1945
by Gordon A. Craig
Clarendon Press: Oxford University Press, £10.00
ISBN 0 19 822113 4

To read this book is to make a double journey into the past—to travel with the author through the political and cultural development of Germany from unification to division, and to travel along back to undergraduate days nearly 20 years ago, when the excitement of discovering modern German history focused upon such issues as Bismarck's policies towards Russia in the late 1880s or the support given to Hitler by leading German intellectuals.

Since then the interests of many historians of modern Germany have moved to other themes. Systematic attempts have been made to re-define the German question in terms of the distinctive development of that country's social and economic order. These general discussions of the process of modernization and of the characteristics of German capitalism, many of which have been highly self-conscious in their methods of analysis, have generated detailed research into particular social classes and localities, into minority groups of all kinds and into different aspects of popular culture. The learned journals are now more likely to contain articles on the impact of the sewing-machine on the clothing industry and on the status of women in Berlin, or social mobility in Bochum in the late nineteenth century, than about Bismarck's diplomacy, Ludendorff's strategy or Hitler's conception of politics.

Gordon Craig will have none of this. His history of Germany is about leaders, not about the led; about statecraft and the arts of high politics, not about social and economic structures; about poets, novelists and painters, not about journalists or ideologues. Karl Kautsky is not mentioned, but Theodor Fontane's novels are quoted frequently and discussed with care. The rationalization movement in German industry in the mid-1920s finds no notice in the book, but the personality of Chancellor Brüning is portrayed with great sensitivity.

Professor Craig's conservatism as regards the discipline of history is of the old-fashioned sort. Unlike some German historians of his persuasion, he does not feel himself beleaguered or threatened by new developments in the subject. He sees no need to justify his approach in general terms. He is intellectually at ease with his deeply held convictions about the way in which history should be written: they are the product of a lifetime's work. His 764 pages are entirely free of that convoluted and acrimonious professional polemic which disgraces much German writing, and indeed he makes very few explicit references to any current debates among historians. He forms his own judgments, and gets on, with self-efficiency and self-confidence, with the job of "telling it as it was".

If statecraft is a high art, then the writing of history must also be an art, and artists do not tell us how to look at their pictures—they rely upon the cumulative effect of their composition, their choice of detail, the scale and perspective of interrelated images, to convey their meaning. Artists (more exactly, those artists whom Professor Craig admires) create the illusion of being the invisible servants of their materials and their vision. For the historian, this means that no extended passages of analytical argument and reflection can be allowed to slash across the composition or fracture the narrative.

Is it a mistake to begin with Bismarck? he asks in his first sentence, and answers the question about the role of great individuals not by methodological argument, but by having Bismarck, depressed rather than elated, riding across the battlefield of Königgrätz after Prussia's victory over Austria, at the beginning of his second paragraph.

This startling opening is a challenge and an invitation: German history, it says, has not been written in this way for a long time, and the old approach is much more valid.

able than all this new stuff about periodization and stages of development, impersonal forces and secular trends. History is a branch of literature not of social science. Statesmen make history, and they also make history books interesting. Craig's approach takes us back 20 years or more, but this is not because he has ignored all of the new work—he has read much of it, particularly on the period before 1918, and skillfully works some of its conclusions into his animated tapestry of the high politics of the Second Empire, while making no mention of the theories and systems on which these conclusions rest. He knows that his case against the new generation of systematizers must be made by demonstrating the virtues of his own non-systematic understanding of his subject and his craft; it cannot be made by arguing the case for the central axiom of his approach is that history does not consist of cases to be argued. His artfulness is long considered, deliberate and artful.

This is where the problems begin. The illusion of the artist as the invisible servant of his materials is, after all, an illusion. And the self-effacement of the historian who appears as his readers as the dumb executor of a grand composition is a self-effacement which creates a massive authority. Professor Craig's Germany is authoritative in this subtle and dubious sense. He narrates, evokes, portrays, but he pauses constantly to explain, to explicate, to emphasize which he has chosen to give his subject; he never discusses his sources; and he leaves his readers practically no opportunity to question his own vision of modern German history. Alternative interpretations of specific themes and problems are only occasionally hinted at and are never discussed. His overt doubts mostly concern minor issues and never merit more than a passing sentence: the momentum of the composition must not be slowed or diverted in a formal sense, Professor Craig's history has the quality of a pre-joyce novel—its style suggests that it would be as absurd to think he was wrong about something, as it would be to ask whether Fontane's Mann had not misunderstood one of the characters in *Buddenbrooks*. This certainty has nothing to do with personal arrogance. It is an inevitable attribute of all works of history which are conceived as pieces of literature. The authority of the author in this case is the more powerful for its complete lack of serendipity and knowingness.

While it is impossible not to admire the skilled construction of some of Professor Craig's chapters, especially the narrative chapters on the period before 1918 and that on World War Two, his artfulness is as likely to produce quiescence and subordination among his readers, as it is to produce excitement and understanding. Questioning and discussion are essential to historical learning. The model of the epic novel is at best anachronistic now that the enormous increase in the quantity and range of historical research is continually redefining the questions. It is also arguably anachronistic in the context of teaching—do we want students, on whose reading lists this book will undoubtedly take a prominent place, to acknowledge the particular kind of intellectual authority which Professor Craig's book asserts? Open questioning about the subject seems a more desirable model of writing, particularly in a book which is designed as a major work of synthesis. But almost all of Professor Craig's reasoning remains private, anterior to but not part of his writing. This places him, modestly beyond argument.

Take, for example, the question "Where should a history of modern Germany begin?" Craig's opinion for the military defeat of Austria by Prussia is carefully considered and gives a dramatic unity to the whole book, which ends with Berlin in 1945. It also both sets the scene for and justifies the strong concentration on statesmen and high politics: the German nation-state was the creation of military and political leaders, and they destroyed it.

The decision on where to start is thus a crucial decision for the structure of the book and for the interpretation of modern German history. But what about the internal



Professor Craig's history is of "the leaders, not the led", and he describes Hitler aphoristically as "sui generis, a force without a real historical past.... He stands alone".

rive claims of the war of liberation against Napoleon, of the 1848 Revolution, of the industrial development of Prussia before 1866? One could scarcely guess from Professor Craig's rendering that the question of where to begin, and why, has been the subject of a wide-ranging discussion among German historians. There is a lot to be said for his own choice, but he does not say it. A first chapter entitled "Where to begin?" could have opened up the book in a quite different manner, the beginning of a discussion.

On the question of the continuity of German politics from Bismarck to Hitler, Professor Craig's policy of withholding his reasons produces an impression of incoherence rather than of artfulness. This too is a widely discussed theme; again one would not guess it. On Hitler, he quotes approvingly, Otto von Guericke's contemporary judgment: "This man is not of our race. There is something totally alien about him, something like an otherwise extinct primordial race that was totally alien." He then goes on to discuss in one short paragraph all arguments that there were, on the contrary, strong signs of continuity in nationalist and reactionary politics from the 1880s to the 1930s. "Adolf Hitler was sui generis, a force without a real historical past.... He stands alone." The difficulty here is not just that this particular judgment is debatable.

More important perhaps is the objection that it is unacceptable in a book of this kind to treat such a central question in so aphoristic a manner. Professor Craig's position demands reflection and analysis. The notion of a decisive break in the history of a country is a complex one. It could have been made into the pivot on which the whole book turns, but this would have required the author to step out from behind his composition and to meditate on the issues with the reader. This he declines to do. His point does not disappear entirely from view, by the subsequent narrative of Nazi rule. Hitler is presented as disguising with consummate skill the true character of his political ambitions from conservative pillars of the regime, who could not or would not comprehend the absolute novelty of his rule, who grasped at the illusion of continuity and who were utterly inferior to him in the arts of high and low politics. But the question of historical continuity, to discuss it, is to collapse into this single dimension of political goals and tactics. At this point the book needs to look forward and backwards, rather than to move rigidly on along a path which is both very narrow and partially hidden in the narrative.

There are other central themes around which the second part of this book could have been constructed. Professor Craig remarks forcefully but briefly on the fragmentation of social and political life in the late 1920s and early 1930s, on the bitter conflicts

of interest and organizational rivalries within the dominant classes, which undermined all attempts to produce a conservative, non-Nazi solution to the crisis after 1929. Why this came about after the iron cage of monarchical absolutism was removed in 1918, and how this process of fragmentation related to the rise of the Nazi Party is another organizing theme, which could have carried the narrative through to 1945—for the Nazis claimed insistently to have created national unity out of the ruins of all against all, whereas they in fact perpetuated and accentuated this war. They created internal competition as vigorously as they invoked its opposite in their communalist propaganda. But this theme too is not developed.

Altogether, the post-1918 period eludes the creative, forming grasp of the artist-historian, and the grand composition dissolves into a collection of vignettes. The subject matter of the central political and intellectual issues. Professor Craig uses this constancy, which was in part a constancy of personnel, to paint fashion chapters which are brilliant examples of his particular mode of historical understanding.

The story is murky but clear; the selection of detail is telling and his prose is finely honed and swift-moving. His Bismarck is excellently portrayed. But the weakness of his later chapters cast doubt on the quality of the achievement. Can this mode of understanding and style of presentation be appropriate to one period and not to the next? Has the synthesizing narrative not by-passed structural changes in the society and the economy before 1918, which were real enough for all that they appeared to make little direct impact on the political leadership?

The defeat of 1816 and the incomplete revolution was followed by a general crisis which lasted for 30 years and which contained many different component crises. The variety of these crises and the speed with which they followed by one another, and the way in which they were followed by the design of a synthesizing narrative, Politics became both more complex and more fluid, and the conscious efforts of statecraft and intellect to control the course of national development cannot even be made to seem to carry the same weight of interpretation. The inflation of 1914-23, the revolution of 1918-20, the economic crisis of 1929-33, the rise of Nazism, the nature of Nazi development, which Professor Craig is determined to keep out of his book. And the relationship of these crises to each other, really such complex relationships cannot be handled in this passing, by

deflect allusions or by the well-placed excursus, that is, by the methods which Professor Craig uses to bring the economic crisis of 1873 and the fiscal crisis of the decade before 1914 into the picture. The different levels of simultaneous crisis and sudden change and their interaction with forces of obscure consensus cannot be woven into a seamless fabric of historical reconnection.

Faced with the convulsive changes of the years after 1918, Professor Craig's judgment falls back on the stuff of policy, requires a different kind of judgment from that which is appropriate to Bismarck's state-building, a judgment which is both more technical (especially in respect of economic affairs) and more rigorously consistent in the interpretation of the devastating consequences of the 1929 depression is a detour back to his consideration of Brüning's strengths and weaknesses as a statesman. If on this point the balance seems wrong, on other specific judgments are at odds with each other and leave an impression of confusion. In chapter 17 he notes that there were strong social and political limits on the pace of rearmament before 1933, but 100 pages later the point is firmly withdrawn, and Germany's relative military weakness is attributed to a failure of Hitler's nerve. Was the Third Reich "totalitarian"? Professor Craig says yes and no, but gives reasons for neither view and does not discuss the meaning of the term. Even on his own strongest ground, the statesman in action, he has difficulty coping with the intricately twentieth-century personality of Hitler: he attributes too many policies to Hitler personally. More important, he leaves us with three different Hitler—the compulsive Jew-hating ideologue, the machiavellian ego-maniac who was "dedicated to the acquisition of power for his own gratification", the political leader for whom the violent struggle was the sole reality, even (perhaps especially) when that struggle was self-destructive. Hitler's guiding policies and motives were certainly not clear and simple, but these three different readings, while they are different, are not equally true. While any one does not completely exclude the other two, we need to know which one the author considers to have been predominant. Craig's Hitler silently shifts his ground as successive features of the history of Nazism are portrayed. This is a serious weakness in a book which quite deliberately assigns a pre-eminent historical role to political leaders.

Overall, one gains the impression that the interwar years (with the exception of 1923, the subject of a carefully constructed dramatic set-piece) excite neither his enthusiasm nor his interest. Aside from

from preceding page

Stressemann's foreign policy there is no story to be told, and on most aspects of the history of these years, including foreign affairs. Professor Craig's rendering of the recent monographic literature has been more patchy than for the nineteenth century. Much of this literature is concerned with the processes of institutional, economic and social change, which in these years were of immediate political significance but which fall largely outside of his conception of his subject. The fate of the Weimar Republic is depicted as resting heavily on the narrow shoulders of a succession of second and third-rate politicians who, Stressemann excepted, lacked stature, skill and resilience—a brief roll-call of the leading politicians in Britain, France and the United States in the 1920s suggests that liberal states could in fact get on perfectly well with such leaders, and takes us back to the questions which are not posed.

For Professor Craig both history and politics are moral arts. The study of history is a narrow education, statecraft an exercise in moral responsibility. Here too his tone is quiet, insistent without being in any way intrusive; it gently suggests that he is restating an obvious truth, which the devotees of process and "structure" have unwittingly lost sight of. But precisely because he declines to argue his cases, the substance of his morality remains tantalizingly vague. It is only less than vague when he argues that the very different attempts to continue the aborted transformation of German society opened the door to Nazi barbarism; that is, their political incompetence contributed to a moral catastrophe.

When Professor Craig overlooks here and indeed comes close to denying, is that the opening to the right was largely shut off to both working-class parties by the group which were, respectively, to the right of each of them: the Social Democrats at no time wanted to cooperate with the communists, and after 1929 the removal of all working-class influence in government was the one concern common to all other parties. The "lost" practice of politics, have made the world a better place to live in?—or would their expansionist delusions perhaps have been even

greater than those of Bethmann or Ludendorff?

And what about the moral sense of those who were without power and thus without that specific type of responsibility conferred by power, and whose morality was the morality of resistance and rebellion? Craig has time for these people only when their historic moment came in the winter of 1918-19, and then they failed the test of competence: the Republic "failed in the end partly because... the public buildings were not burned down, along with the bureaucrats who inhabited them". Though morally consistent with his verdict on incompetent reactionaries, it is a startling formulation in this book. The reader is not prepared for it, and its implications are followed through in a most partial manner, for Professor Craig's reflections on the role of the parties of the left in the Weimar Republic are the only major passages in the book which are biased in a conventional sense. (Many ideological conservatives will find other of his judgments hard to take.) He blames both the Communists and the Social Democrats for the failure of the Democratic Parties for not having made the best of a bad job, for having failed to act consistently in support of the liberal-conservative political order which emerged after 1929, and he argues that the very different attempts to continue the aborted transformation of German society opened the door to Nazi barbarism; that is, their political incompetence contributed to a moral catastrophe.

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of the working-class parties morally wrong to adhere to their own (very different) causes? The morality of competence leaves no room for those insoluble moral dilemmas which are the peculiar property of the powerless.

But there is an even larger ambiguity in Professor Craig's moral history, the unresolved tension between art and morality on which Burckhardt reflected a century ago, and which troubled Thomas Mann throughout his life. Craig's evaluations of statesmen are at best in the language of art criticism: "savoir faire", "intuition", "political genius". "Hitler's action against Czechoslovakia was a virtuoso performance... skilfully orchestrated...". This vocabulary, which is essential to the historian who sees his trade as that of the politician as art, inevitably suggests that political greatness is beyond good and evil. That Craig categorically denies this in the case of Hitler is reassuring on one level, but utterly confusing on another. Are there moral and immoral actions, or is there only the difficult question of a disinterestedly German question, on which the author declines to share his thoughts with us. The ambiguity is silently built into the text.

Reviewers of books should discuss the book before them, not talk about the book they think should have been written. And yet there is a general sense in which this book represents a missed opportunity. While parts of it will surely stimulate the curiosity of readers by exciting their imagination, readers are rarely invited or exhorted to study further those aspects of modern German history which Craig considers to be of secondary significance. Two brief sections on the position of women in German society constitute an exception, but the following topics are touched on only in passing, or not at all: industrial development after 1873; banking; technology; demography; health and living standards; elementary education; the press; local government; urbanization; the growth of the pro-

fession; the organization of the political parties. And the different regions of Germany (which remained very different from each other only after 1871 when they caused problems for the central government—street fighting in the Ruhr, a tax-strike in Schleswig-Holstein. Professor Craig sees Germany from a look-out post on top of Berlin's Column of Victory. A general history on this scale ought also to stimulate the curiosity of readers by at least pointing to questions which it does not cover.

But there is a more serious objection to these omissions. High politics cannot be so narrowly defined as Craig believes. The neglected themes quite simply are part of his own chosen subject. His implied rejection of the manner in which historians have written about them is a completely inadequate reason for excluding the themes themselves.

Those who write about the changing "systems of domination" in Germany since unification may well need reminding that such systems were perpetuated and modified by the specific endeavours of many individuals, and that they decisively conferred wide powers of decision on a few individual leaders, whose personal conduct of affairs thus demands close study: as Henry

Turner memorably said, during a conference on the Weimar Republic, "Hitler was not an exogenous factor". And it is also true that some of the more technical research in modern social history is in real danger of advancing triumphantly backwards, computer-powered "research" on the basis of the subject, "history with the politics taken out". But to write about the exercise of power without discussing the changing components of power politics in a systematic manner verges on obscurantism. This book may suggest that there is some sort of a contradiction between writing both about working-class housing in Essen and about Bülow's world policy; that historians work either on the Prussian constitution; that the electrical industry cannot belong in the same work as the

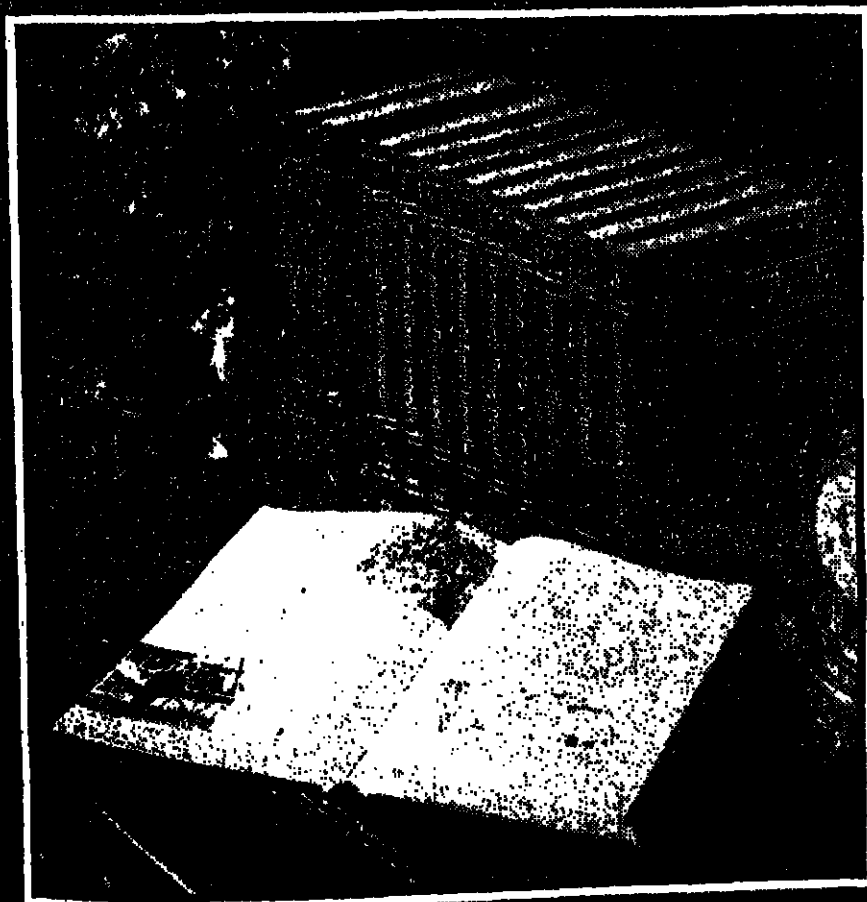
battle of Verdun. It is precisely these false alternatives which it is to be transcended. Public life, and imperialism, economic opportunity and political inequality, technical innovation and military strategy have to be seen in relation to each other, and all together in relation to the state and high politics. political history of this kind requires theory, analysis, argument and narration.

Its practitioners are still a way from solving the serious difficulties of literary form, convention and style which the task poses but the road does not point towards the classical narrative. This form cannot easily accommodate structural cross-sections, extended arguments about the relationships between different spheres of public life, or considerations of statistical evidence. Perhaps we need to think about the form potential of more experimental forms, which attempt to draw a picture of present-day history, the nature of present-day history, and the subject matter of German history in this century into such experiments. Professor Craig's deliberation, skilled but unsuccessful classicism raises serious questions.

Finally, this book is in some ways very badly produced. There are no maps. The sub-headings within chapters appear only in the table of contents; they would have made a valuable guide within the text. Only the longer German quotations are given in English at the end, while a profusion of specialist terms remain untranslated and unexplained. The bibliography is weak, an incomplete and unannotated list of works cited. And there is an endless stream of minor factual errors, mis-spellings, typographical mistakes and blunders with names and titles. No doubt Caspar Hektor, the Social Democrat responsible for calling in the Free Corps units to crush the revolutionary left in 1919, deserved to be enabled on page 427—"Dada? No, it is not mentioned either."

Timothy Mason

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BOOKS

Victorians and their sun-kissed brethren

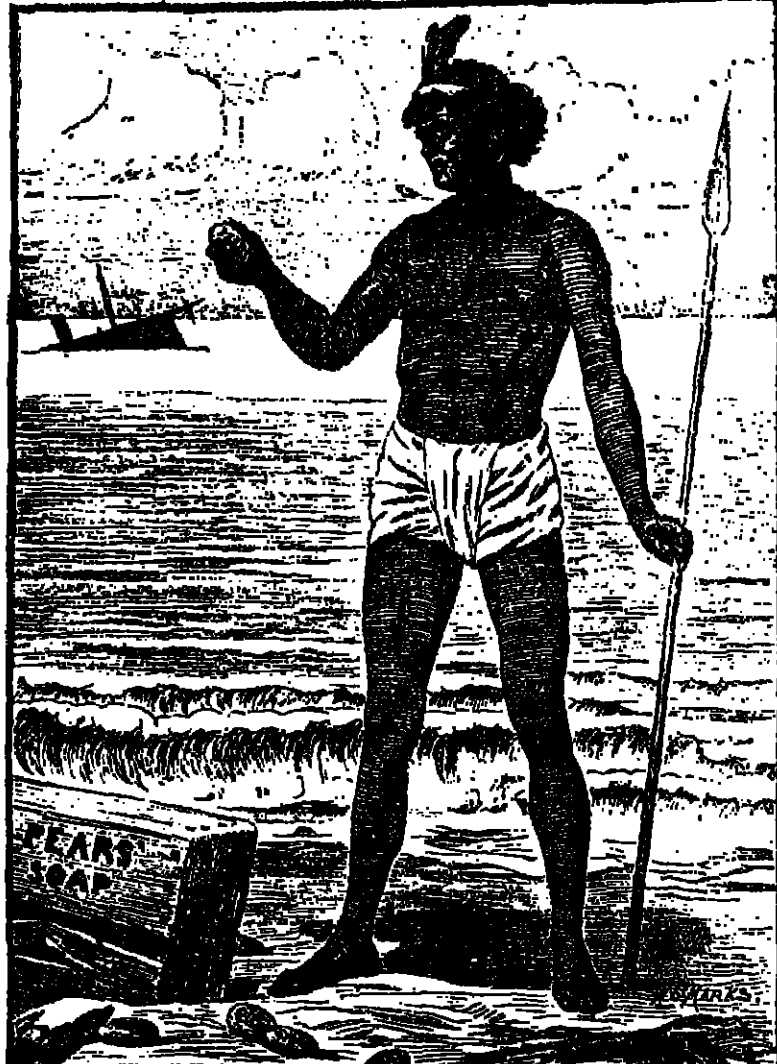
Colour, Class and the Victorians: English attitudes to the negro in the mid-nineteenth century by Douglas A. Lorimer. Leicester University Press, £8.50. ISBN 0 7185 1161 1

The title of this study might suggest that it is the work of a trendy "radical" historian intent on demonstrating that the fundamental basis of Victorian racism lay in the sub-structure of nineteenth-century capitalism. However, Professor Lorimer's account of the changing nature of Victorian attitudes to race reveals a far more complicated pattern of causal relationships.

The attitude, or rather attitudes, of the Victorians were quite varied but the overall development from the relatively mild xenophobia of the early nineteenth century towards the rigid and inflexible stereotypes of the heyday of imperialism should not disguise the basic agreement among Englishmen on the nature of racial hierarchy. For much of this time Englishmen focused their attention on the issue of slavery and race relations in the Caribbean and North America, and associated the black man with the New World rather than with Africa. In 1866, *The Daily Telegraph* dismissed the whole continent as "a black wilderness, inhabited by foul, fetid, fetish-worshipping, loathsome and lustful barbarians". Not until Henry Kissinger's pre-Angolan days was a major power to so lightly dismiss the dark continent.

Anyone trying to understand race attitudes and to make valid inferences concerning the relationship between attitudes and behaviour has to face enormous obstacles. The problems are difficult enough for the contemporary public opinion pollster or social scientist with his questionnaire, projective tests and other so-called scientific instruments of attitude measurement. For the historian of a previous era the problems are multiplied tenfold, and even the most painstaking researcher can reveal just an oblique light on such elusive and controversial issues. It is the merit of Lorimer's work that he fully recognizes these limitations and carefully attempts to weigh the sensationalism of the press, the polemics of the abolitionists, the pseudo-scientific racism of the Ethnological and Anthropological societies, and the competing propaganda of the various factions during the American Civil War and the violent controversy surrounding Governor Eyre's conduct in Jamaica.

Much of the written testimony represents the intellectual debates of a tiny minority of the educated elite and can in no way be said to indicate the feelings or actions of the great mass of the population. Lorimer attempts to provide a



This Pears soap advertisement of 1890, with the legend "The Birth of Civilization: a message from the sea", gives an interesting insight into Victorian racial attitudes. It is one of many advertisements reproduced in *Bubbles*: early advertising art from A. & F. Pears Ltd edited by Mike Dempsey and published by Fontana at £3.95.

broader picture of nineteenth-century English attitudes by examining evidence from a wider selection of sources. These include some revealing assessments by black visitors and black Britons.

Not that the former evidence is without complications, for just as the North American lecture circuit of today places a high premium on professional performers, so the nineteenth-century anti-slavery lectures provided a lucrative source of income and inevitably attracted a fair share of rogues and charlatans. Even the statements by such famous ex-slaves as Frederick Douglass and William Wells Brown, that the race relations of mid-Victorian England compared favourably to the racism of the North American States, must be seen in the context of an English anti-slavery movement.

A central theme of Lorimer's book is that changes in Victorian racial attitudes were not primarily the consequence of the colonial experience, as some writers have claimed, but were much more a product of social and cultural developments within the metropolitan society. Indeed much of the debate about race had little to do with race at all. This is where the class dimension enters the picture so that, for example, when reporting on the American Civil War many English journalists and commentators described the issues not so much in racial terms as in the more familiar language of English class conflict.

Feeling of a slave insurrection in the South, prompted by Lincoln's

Emancipation Proclamation, were expressed by those who were also terrified at the prospect of social unrest among the British working classes. Many of the stereotypes of the southern slaves—lazy, immature, uncivilized, over-sexed children—were applied equally to the operatives of the Lancashire cotton mills. Thus in 1862 *The Times* warned that "there is no society which cannot be destroyed by the process of setting loose those 'dangerous classes' which are always to be found in every community whether urban or rural".

The only group that objected to the analogies drawn between race and class were the "scientific" racists and they, of course, had a vested interest in doing so. Lorimer is right to warn against exaggerating the influence of scientific thought and ideas at the expense of the social and political context in which they arose. Clearly the "science" of Robert Knox and James Hunt was influenced, as Huxley pointed out, more by political convictions than by weight of evidence. And yet this familiar story is worth repeating because it parallels such later developments as the debate over race and intelligence so clearly documented in Leon Kamin's *The Science and Politics of IQ*. The way in which science followed rather than led opinion on the racial question is no surprise to any modern disciple of Kuhn, but it is a lesson worth remembering.

Pursuing the logic of their biological determinism, the "scientific" racists emphasized the futility of trying to convert, still less to educate, the "inferior" races. The Anthropological Society played host to such dubious lectures as Wilevood Reade who attacked the missionaries working among the "savages" of West Africa on the basis of his assertion, apparently the result of first-hand knowledge, that "every Christian negro was a prostitute, and every Christian negro a thief". Far better, then, Christian missionaries should devote their efforts to the poor whites of the metropolis than waste their energy in the generic wilderness of Africa.

Even though they provide a foretaste of the hideous racial history of the present century, the "scientific" racists are peripheral to the main theme of the book. Lorimer argues convincingly that the growth of racism during Victoria's reign cannot be attributed to the changing experience of Empire, but to the theories of the scientific community. Much greater attention needs to be paid to the changes in the metropolitan class structure, for this was a critical factor in determining Victorian attitudes to race.

John Stone

Social Science and Utopia: nineteenth-century models of social harmony by Barbara Goodwin. Harvester Press, £11.50. ISBN 0 85527 791 2

Utopia has been a critical device for challenging the social system and beliefs of the day, and each one of the four chosen utopian theorists in this study—Owen, Godwin, Fourier and Saint-Simon—also claimed to be a social scientist. Dr Goodwin is concerned to revive the somewhat tarnished image of these "utopian socialists" and her thesis is that, while they may not have been successful philosophers, they are interesting in their role as social scientists: "The utopians' conviction of the need to intervene in a malfunctioning society is a useful corrective to the often exaggerated claim that the social scientist's place is on the sidelines of history."

This book is not about the history of ideas. It is primarily for political philosophers interested in utopian thought as a genre, and for social scientists anxious about their own function in modern society. The argument is conducted in abstract rigorous analysis and terms, with appropriate reference, both to the four case studies and to other more recent writers such as Freud, Marcuse and B. F. Skinner. Dr Goodwin begins by examining the hallmarks of the utopian theorists, his purpose is to challenge their mechanistic view of society, his vision of the perfect Good Life outside history, and his conviction of rightness.

The philosophical positions and reasoning adopted by each of the four thinkers is then subjected to rigorous analysis and found wanting, which is rather like calling out the fleet to sink a rowing boat. Their assumptions about human nature were not empirically grounded, and they made deductions which were only contingent on those assumptions.

Dr Goodwin then explores the nature of control and coercion in Utopia, showing how in each case the device is used to condemn control in existing society through a coercive state, and to substitute controls which are rationally perceived and internally enforced. This rejection of the state involves a rejection of the political dimension and democratic reformism of the French revolutionary type; hence, when the utopians place value on such concepts as freedom and equality, they can do so only by redefining them. The greatest value in Utopia, though, is harmony. Dr Goodwin's thesis concludes with the challenge which she believes these non-scientific social scientists pose for their sophisticated modern descendants.

The historian, if this book is intended for him, may well feel dissatisfied. Indeed, this work poses some important questions about the contrasting approaches and terminology employed by social scientists and historians.

Even that historian who has learnt to take his dose of paradoxes, analytics and problematics without complaint might balk at the adverb "paradoxically" which appears on three occasions. More seriously, in an exercise to delineate an abstract type, the historian would have wished that each historical case should be, in the words of H. Trevor Roper, "separately and independently considered". This has been adequately done. To take the example of Robert Owen: little is said of the millenarian context, which historians would regard as central to an understanding of his utopian thought, and not simply a characteristic of it. The author agrees that Owen's activities in education and cooperation reveal him to have been a realist. The most realistic thing he ever did was to deny that any proper attempt had ever been made to implement his theories.

Historians would not, however, quarrel with Dr Goodwin's final verdict on the utopian theorists: that they articulated social alternatives for the inarticulate, and that they applied the liberating philosophy of the Enlightenment to the unliberal society in which they lived.

Edward Royle

Michael Brock

Utopias

Phonetic variations

The Linguistic Atlas of England edited by Harold Orton, Stewart Anderson and John Widdows. Croom Helm, £42.00. ISBN 0 85664 294 0

Harold Orton's death three years ago meant that he did not live to see the publication of the linguistic atlas which represents the culmination of his life's work.

The English Dialect Survey, which Orton directed, was inevitably a long-term project. It began in the 1950s, when a team of fieldworkers administered an extensive questionnaire to selected informants in over 300 localities and sent down their responses in tape transcription. In the 1960s the data thus collected were listed and gradually published in the shape of the 12-part *Basic* series plus an *Introduction*. And so at last we have a selection of the same material presented in map form—the form which enables the reader to take in at a glance a geographical pattern of features which would otherwise have to be pieced together laboriously from the *Basic* series volumes.

So this atlas reflects a quarter of a century's achievement in the field of dialectological scholarship, immense time, labour, and intellectual effort have been expended. Yet, then, is one left with such a sense of disappointment?

The reason is that the scope of the atlas is much narrower than it might suggest. The localities investigated were almost all in the south of England, with only a few in the north (Leeds, Sheffield, York and London). For example, the map showing whether or not a vowel is pronounced as a diphthong in the south of England is almost entirely irrelevant to the north. The atlas is thus a map of the south of England, not of England as a whole. Perhaps the atlas should have been the *Linguistic Atlas of Working-class Rural England*.

It is presumably the explanation for the survey's failure to

record certain well-known phonetic characteristics of particular local accents. The map for *butcher* shows no glottal stops in London. The map for *few* shows an occurrence of the vowel "do" type in Norfolk. There is no trace anywhere of the Cotswolds kind of pronunciation which makes *oil* sound like the Received Pronunciation of *eight* (as heard from Ron Haywood and captured by Kingsley Amis). There is no trace, either, of the Bristolian luvit which makes *area* sound like *aerial*. But this omission has another explanation: the design of the questionnaire, which was so historically-oriented that it did not seek to elicit any of the words which are subject to this variation. The phonological items in the questionnaire were designed to trace the fate of the various Middle English vowels; and the modern final schwa (spelt *u*) did not exist in Middle English. Indeed, the phonetic approach of the survey's scholars is pure nineteenth century. It takes no account of structuralist phonemics, let alone more recent developments in phonological theory.

So one cannot, as a result, discover with any certainty the synchronic vowel-system in each of the localities investigated. One cannot see directly where *know* is homophonous with *now* and where not, or where *cut* rhymes with *put* or *lumb* with *psalm*. Looking at a map of pronunciations of *ewe*, what I should like to know is whether it rhymes locally with *new* with *know*, with *you*, or with none of these. The *ewe* map in this atlas is organized instead on a purely phonetic basis, so that places where *ewe* rhymes with *know* are separated by a dashed line from places where it does not. One place monophthongal, in another diphthongal.

Comparing the maps for words which had Middle English *iu/ū*, one finds that in London *house*, *louse*, and *houghs* are shown as having a different diphthong from that of *shout*, *clouds*, *plough* and *cow*. This is just a random variation, reflecting what the informants happened to say to the fieldworker on that occasion? It seems improbable that it is allophonic (conditioned by the phonetic environment). It can hardly be phonemic (which would mean that *hough* and *plough* do not rhyme for Londoners). The editors offer no discussion of such questions; they seem not to be aware of them.

J. C. Wells

Stylistic analysis

In Modern British Fiction: essays in Joyce, Lawrence, Forster, Lewis and Green by John Russell. Basingstoke University Press, £8.00. ISBN 0 8018 2929 4

It is a cautious enterprise. John Russell sets out to study the style of our most creative modern writers: Joyce, Lawrence, Forster, Graham Lewis and Henry Green. He also declares his desire to "specimens" not only experimental in form, but also studying Joyce without *Ulysses*, Lawrence without *Women in Love*, and Forster without *The Rainbow* or *Howards End*.

He does this because his aim is to show how some of our most creative writers were concerned to "explode the concept of a norm". If not the "norm" itself, would seem to be a norm, some way off, Virginia Woolf does not seem to have his sights at all, and may well think, though he is included, either, that some of the most of Arnold Bennett

method of investigation is stylistic studies towards

what he calls "descriptive-objective-quantitative" standards. Russell follows suit in a moderate-minded way, suffering his pages with a mild starch of counts and percentages. But he acknowledges too that his observations take their start from good old-fashioned subjective impressionism. We risk not so much critical dogmatism, as a prolonged syntactical endorsement of the obvious. The book narrowly succeeds in skating above this. Turning not only to syntax, but also to lexical and rhythmic qualities, Russell investigates the "sentence habits" of his texts, and carefully shows how they predispose them to a certain range of characteristic effects. This is mildly illuminating.

"The question of style," Derrida has written, "is always the examination of a pointed object—pen, stilette, dagger, spear. But knifing needles are what we think of here. We are invited to count the colons in *Dubliners*, and compute the doubled conjunctions in *Kangaroo*. The horizon remains unbroken by larger conclusions. The book carefully unravels various stitches, adumbrates fragments of mass of neatly tied-off loose ends. It is not for such a discreet empiricism to wind them into a ball, let alone roll it towards an overwhirling question. This is criticism dedicated to diminishing overwhirling questions, and may be safely recommended to those fed up with them."

Richard Drain

BOOKS

A pioneering mind

On Difficulty and Other Essays by George Steiner. Oxford University Press, £5.50. ISBN 0 19 212208 8

Perhaps George Steiner's greatest claim to distinction as a literary critic is that, more than any other critic in the English-speaking world of our time, he determinedly keeps abreast of current development in areas of thought—psychology, philosophy, sociology, and certain sciences—that can in any way be seen to have relevance to the study of language and literature. Add in this his wide-ranging knowledge of European literatures, his unforced familiarity with cultural history and his central concern with and curiosity about humane values and the nature and quality of civilization, and we have an inquirer into literature of quite unusual depth and perceptiveness. If he occasionally sounds a trifle exhibitionist, if his phrasing is sometimes conspicuously learned and his references suggestive of a daunting omniscience, that is understandable in a man of his intellectual equipment and his almost beligerently pioneering habit of mind.

The eight essays in this book, most of which have either appeared before or been delivered as lectures during the last six years, discuss topics which are, as he says in his preface, "at the forward edge of current thought and scholarship. They are not yet clearly or fully understood." They "locate their analyses and examples at those points where different disciplines and areas of study meet." This is what makes this such a challenging and exciting book.

Many of the themes explored here are favourite topics of Steiner's, which he has written about or at least touched on elsewhere. We recognize his concern with the cultural context of reading, with the relation between what he calls "the public and the private sector of personality, and speech," with language and silence, with changes in the nature of education, on the nature and status of literature within civilization. We recognize, too, his characteristic generosity of spirit towards modern education and cultural equipment, and his openness towards ideas, which he does not regard as our academic critics seem narrow and provincial by comparison.

Even when Steiner deals with the commonplace of cultural history, such as the loss of that central canon of literary reference which informed all literature of the Western world for so many centuries and informed English literature "from Chaucer to Auden"—and this is a matter he refers to many times in different contexts—he never always has some new or striking diagnosis or explanation or suggestion to offer. He has his own favourite references, and this produces a certain amount of repetition in these essays, but his cogency of argument and his intense involvement with the literary, linguistic and general cultural problems with which he deals makes it clear that such repetitions flow, with passion one might almost say, out of the strong current of his thought and indicate where the vital centres of his concern lie.

For a critic so well versed in the tradition of Western literature he sometimes surprises us by not ranging as widely as he might, as when he defines one end of the spectrum of the modern "metamorphosis of values" as the view that "books have too long done our thinking, our seeing, or very living for us. We are in a secondhand authority overwhirling questions, and may be safely recommended to those fed up with them."

innocence and re-birth that has been so well documented in American criticism of the last two decades. But it must be said that this is not the characteristic Steinerian omission: he is more likely to fall on the other side and assail us with a wealth of parallels and illustrations. "Assail" is perhaps the wrong word: "enrich" would be both kinder and truer. For Steiner is one of the most intellectually enriching critics of our time.

Steiner grapples many nettles from which so many critics have sailed away. Consider, for example, his observations: "Even to face the issue of the correlations between genuine literacy and an authoritarian value-structure, is to repudiate out of hand the cult, the narcotic illusions, the cheer-vulgarity of populist account which characterize the current climate of literature, and we have an inquirer into literature of quite unusual depth and perceptiveness. If he occasionally sounds a trifle exhibitionist, if his phrasing is sometimes conspicuously learned and his references suggestive of a daunting omniscience, that is understandable in a man of his intellectual equipment and his almost beligerently pioneering habit of mind."

The essay entitled "The Distribution of Discourse" is soaked in an awareness of the historical-sociological dimension of literacy. It is a piece of thinking aloud, rather discursive, even rambling, but throwing out ideas from the fairly obvious to the provocatively original. By comparison, his discussion of the development of the treatment of sex in literature between Jane Austen and our own time is positively magisterial in its handling of a tricky subject, though (characteristically) it ends with a question rather than with a summing up. Other essays move between exploring "frontier" territory in literary history and criticism, probing the implications of specific writers and literary works for the student of cultural history and of the working of the human imagination, and trying to chart, in a manner both tentative and persuasive, the future of literature and of literacy.

Reading these essays one is in a constant state of intellectual stimulation. A central function of literary criticism is surely to provoke thought, even disquiet, about literature and its place in our culture. This Steiner continuously does.

David Daiches

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HOLDING THE FORT

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JOHN KENT

In this book, Professor Kent of Bristol University, who combines the approaches of the historian and sociologist of religion, has studied the way in which in the nineteenth century American and British revivalists affected one another. From Lorenzo Dow and the Primitive Methodists in the Napoleonic period, to Robert Pearse Smith and late-nineteenth-century Holiness revivalism at Keswick, Professor Kent casts considerable doubt on the myth of a second Evangelical Revival in England in 1859: he throws much new light on the early history of the Salvation Army, and on Anglo-Catholic revivalism, which actually mounted a mission to London several years before the arrival of Moody and Sankey.

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EPWORTH PRESS

British social mobility in the Napoleonic era

Britain in the Early Nineteenth Century by A. D. Harvey. Batsford, £13.50. ISBN 0 7134 1032 9

Dr Harvey set himself to illuminate his chosen period "by examining... political, social and economic developments... in their full interrelation". There was a need for this ambitiously conceived book, but despite some blemishes, it represents a considerable feat. Disappointingly, the author confesses that he has not succeeded in integrating the three elements as fully as he had wished. In this framework for historical writing certain faults are exceedingly tedious to avoid.

The book consists of seven chapters on "the social and ideological context of politics", followed by eight of political narrative, with a final section of some forty pages on war policy and economic developments. "Early nineteenth century" is strictly construed. In the first and last parts of the book the illustrations are taken from the whole 22 years of the Revolutionary and Napoleonic Wars. The intervening narrative is confined to the period between Pitt's resignation in Febru-

ary 1801, and June 1812, the month in which Liverpool became Prime Minister, and Napoleon's armies crossed into Russia.

The case for what Dr Harvey calls a "close view" of a short period, in which social and economic surveys support the political narrative, is a good one. Without such a view a student is apt to concentrate too much on those aspects of the past which are most obviously relevant to present preoccupations. Dr Harvey's microscope sometimes distorts, however. In tempering the evidence, he is tempted to look for indications that the aristocracy was already on the defensive before 1832. Such is not, however, the case: the upper classes were, right up to the very eve of the Reform Act, actually increasing their hold on the institutions of British society. The temptation he mentions is not strong: many threats to political regimes have been little perceived until the last moment; and it is not clear that the process by which Dr Harvey's upper classes tightened their grip on institutions increased aristocratic power, since, in some cases at least, the institutions themselves were losing their efficacy.

Dr Harvey is no doubt right to criticize Namier's enthusiastic representation of "the English upper class in the eighteenth century as open to all comers", but his own generalizations do not seem markedly more defensible. Namier's. We read that the aristocratic families of 1800 "roughly define the size of the oligarchic caste", and that this caste "was a hereditary social group, difficult to penetrate for non-members, if not impossible for non-members to join". Yet the parliamentary paper cited shows the number paying duty on armorial bearings to have increased by 29 per cent between 1820 and 1832; and it is hard to believe that this figure includes no new grants of arms and that there was no corresponding increase during the two previous decades (quite apart from the ladies who succeeded to the peerage). The Reform Act, then, was not a step down the social ladder. Dr Harvey writes, "either upward or downward, in or out of the gentlemanly case, was becoming increasingly unusual" and he cites Addison's lament in 1711 that the well-born "young men would not seek a career in trade. Does Dr Harvey think that when they sought such a career they exemplified downward social mobility? Edward Mountray, who set for Stat-

ford from 1780 to 1812 had made a pile as a nabob. This move, so far from erasing his status as an Irish viscount's son, greatly enhanced it. It is easy, when swinging from the errors of yesterday, to set up what Junius called the ominous vibration of a pendulum."

This book, though thoroughly researched, has been too carelessly produced. Misprints abound. A single paragraph (on pages 203 and 204) contains a hatter's of errors; a misprint; the misplacing of a complete line of type; and the statement that the 1807 election was "as near to a ministerial defeat at the polls as ever occurred before 1834" without any hint how we are to regard 1830 when the government was defeated and resigned a fortnight after the new House had met.

If, as is to be hoped, there is a reprinting or second edition, the pages of references at the end should be given "running heads", showing the pages of text to which the notes apply. For the price charged the student is entitled to find the relevant note without too much trouble.

Michael Brock

BOOKS

A cure for alcoholics who want to be cured

Alcoholism and Addiction
by Richard P. Swinson and Derek Raves
Macdonald & Evans, £4.50
ISBN 0 7121 0161 6

The Young Drinkers: a cross-national study of social and cultural influences
by Joyce O'Connor
Tavistock, £14.25
ISBN 0 432 76380 2

Alcoholism and Treatment
by David J. Armor, J. Michael Polich and Harriet L. Stambul
Wiley, £11.75
ISBN 0 471 02558 5

There are three new books on alcohol and its abuse: one a general text on alcoholism and drug addiction; the second a detailed comparison of the drinking habits of young adults in Dublin and London; and the third is a report commissioned by the RAND corporation on the treatment of alcoholism, now published in book form, which created a considerable furore at its first release in 1976, when it was taken to show that recovered alcoholics could safely resume drinking.

Swinson and Raves's *Alcoholism and Addiction* is aimed at doctors and sixth-formers; and therefore outlines the methodological details which necessarily characterise the research reports reviewed here. It brings together a vast range of information about normal and abnormal alcohol and drug abuse; about the social and individual factors associated with alcohol and drug dependence; and about the medical, social and legal responses to the problem. The authors' clear style and determined personal stance will commend this book as an aide-memoire to doctors and other socially concerned individuals; but it is unfortunate that the literature reviewed omits all research published since 1973.

O'Connor's *Young Drinkers* is, all too clearly, a PhD thesis with all the attendant apparatus. The decision by the publisher to supplement the 160 pages of substantive text and tables by including a further 120 pages of additional tables, reproductions of the questionnaires used and so on, must have considerably inflated the price, and thus reduced its likely circulation. It is doubtful whether many readers, however interested they may be in the testing of drinking stereotypes of the Irish and English will wish to pay £14.25 in order to pursue the fine detail of the study.

Dr O'Connor first sketches the historical background to drinking and the temperance movements in Irish and English societies, before describing her comparison of drinking habits among the 18-21 year olds she interviewed: an urban Irish sample, living in Dublin; an urban English sample, living in London; and a third sample, rather confusingly labelled "Anglo-Irish", far from being in fact Irish-born individuals now resident in London. One may query the bias introduced by interviewing only those 18-21 year olds who were still living in the parental home.

Ireland was found to provide an amenable setting in which to analyse drinking habits; young people there were exposed not only to more problem drinking but also to more determined patterns of abstinence than were their English contemporaries. These latter young people came to view moderate drinking as a more positive social light, whereas the "Anglo-Irish" young people were unable to adopt either the English or the Irish stance. They (and their parents) were in general much heavier drinkers than members of the other groups, and were thus more susceptible to drink-related problems. Dr O'Connor uses the comparisons between

the three groups to illustrate the general point that we need to consider the interaction between culture, the influences of parents and peers, and personal factors when we try to explain the drinking pattern adopted by the individual. *Alcoholism and Treatment*, was commissioned specifically to evaluate the effectiveness of the alcoholism centres established throughout the USA in 1971, it has profound implications for treatment, and indeed, for our basic understanding of how all rehabilitation processes work. For its major finding can be very simply summarised: the crucial factor in remission would seem to be the alcoholic's decision to seek and remain in treatment, rather than the particular nature of the treatment he received.

Data are presented to show that, regardless of the type of institution studied or the programme followed, the rate of remission from alcoholism remains remarkably constant, fluctuating from a general average by at most 10 per cent. Even those clients who received treatment in several settings—for example inpatient and then outpatient—showed the same level of remission. The research team classified each treatment programme in terms of group or individual therapy, the use of the drug Antabuse, the level of professional training of therapists, and the client to staff ratio at the centre. Despite manifest differences in the philosophy of treatment, organisation and procedure among the sampled centres, there was a striking uniformity in remission rates.

Those minor differences which were found between treatment centres were attributable to the initial characteristics of the clients as they entered the programme, instability of job and marriage, severity of symptoms and (to a

lesser extent) lower socioeconomic status were the key prognostic factors for treatment success, although the authors are quick to emphasise that many clients whose prognosis was worst none the less showed remission. Armor, Polich and Stambul offer a multistage model of the descent into alcoholism and the recovery process; for their findings indicate that different factors are important at each stage. Thus, whereas recovery from alcoholism is best predicted by the alcoholic's decision to stop or cut down his drinking, this decision is not strongly related to these social psychological factors which had been associated with the onset of heavy drinking; nor is the set of factors (mainly to do with the avoidance of withdrawal symptoms) which maintain the heavy drinking habit once started.

Large-scale survey presentations, with multiple analyses of data, can make satisfying reading. The RAND authors succeed in lightening this burden, without reneging on their responsibility to the statistically and methodologically inclined reader; considerable thought has gone into the selection and presentation of data to accompany the text.

One of the major problems is that of under-reporting; and the authors have largely dismissed potential criticisms by collecting from a further group of respondents not only their self-reports, but also—subsequently—blood alcohol levels to validate the self-reports, with considerably more reassuringly high levels of correspondence.

My only major criticism of the authors—two sociologists and one clinical psychologist—is that they present their findings, and indeed the field of alcoholism research, as if it existed in a vacuum; whereas they could have further strengthened their argument by reference to research on the effectiveness of

psychotherapy. For many years, research here has been telling a very similar story about the importance of non-specific factors in the recovery of patients. Whether the under-reporting is a function of psychoanalysis or client-centred treatment, the patient's chances of recovery are best predicted by the strength of his commitment to therapy, and other factors unrelated to the therapy under investigation.

Alcoholism and Treatment is a beautifully presented and important research monograph; and it is also the record of a conference report in 1976, one of its findings was taken to imply that alcoholics might, after treatment, safely resume drinking. This followed heated public and professional debate; and, as one of the appendices to the book, the authors have included some of the hostile criticisms aroused, together with their replies. Much of the attack focused on the study's methodology; but, far from this being the record of a parochial argument between a team of social scientists researching alcoholism and (mainly) the more traditional hard-line treatment professionals, the series of documents makes fascinating reading. The report is a "dangerous and unscientific", when it had yet to see a copy of the report. As the authors remark, it is common that research findings fail to support the conventional wisdom, and especially when they are contrary to the deeply-held beliefs of various interest groups, that there follows an intense examination of the research and its procedures. This lengthy appendix turns an important study into a document worthy of study by the historians of science.

Christopher Spencer

Success and failure in logical tasks

Thinking in Perspective: critical essays in the study of thought processes
edited by Andrew Burton and John Radford
Methuen, £8.00 and £3.95
ISBN 0 416 85830 9 and 85840 6

Cognitive psychology, the subject of this new volume edited by Dr Burton and Dr Radford, is about the ways in which we understand and think about things and events. Because it deals with complex questions it is without doubt the most complicated branch of psychology. Yet it has grown enormously during the past 10 years or so, and the reasons for this growth are themselves instructive.

For a long time investigation into the more complex parts of human behaviour was held up by psychologists' obsession with discovering the simplest possible units of behaviour. Behaviourists thought that in the end they would reveal all

with the help of their beloved stimulus-response theory. Naturally, they felt, as Wetherick's chapter in this volume shows, that they should look for their crack of gold in very simple forms of learning behaviour they tackled thought processes seriously. When after many years' search they were still obviously empty-handed, psychologists began to turn to other approaches and other models, which had no connections about looking at complex behaviour. This was when cognitive psychology really got going.

Broadly speaking there were two new influences. These were the theories inspired by analogies with machines and particularly with computers (described in a particularly clear chapter here by Wilding) and the work of Piaget, which is dealt with in a number of places here, most notably in a chapter by Butterfield. The more sophisticated theories of the computer and the greater was the willingness to use them as a measure to look at similar

human skills. One result was the realisation that it was possible to look at rather subtle logical moves such as deductive inferences in really very simple experiments, as is shown in Evans's chapter in this book. Then Piaget's work on logic in children, though tiresomely and unnecessarily pessimistic, did confirm that it is quite easy to think of straightforward experiments on very complex skills.

One of the main things to come out of this new research was that people are not perfect cognitive machines. Given abstract problems they often make some very basic errors. In a way this was already being pointed out by intelligence testers and by psychologists who had studied other cultures (the relevant chapters here are, respectively, Gillham's and Derogowski's). But these persistent mistakes soon led to a new and important turn in cognitive psychology: it became clear that people who fail miserably in one version of a logical task succeed very well

when the same task is given in another way. Usually, they do better when concrete and familiar material is used, a fact which turns out to be as true of children as it is of adults. If cognitive psychology has a practical contribution to make to education, for example, it is surely in showing that it is that allows people to use their abilities effectively in some environments but not in others.

That we have the tools to find this out is very clear from Burton and Radford's book. It gives an excellent though slightly heterogeneous account of what is now a very exciting topic indeed. It leaves only one thing out, and that is the empirical work on language and its relation to our behaviour. If we ignore the fact that human beings spend a lot of time talking to each other we probably will not put thinking completely into perspective.

P. E. Bryant

The stages of symbolic thought

Cognitive Development: research based on a neo-Piagetian approach
edited by J. A. Keats, K. F. Collis and G. S. Halford
Wiley, £14.00
ISBN 0 471 93905 3

Two major approaches to the understanding of cognitive growth during childhood can be discerned in Western psychology. One, exemplified by Binet, holds that intellectual proficiency grows by small increments in a more or less continuous fashion; the other, favoured by Piaget and his followers, sees the child's mind as developing discontinuously through a succession of intellectual metamorphoses.

These approaches are not necessarily incompatible and may just reflect the features of intellectual growth upon which the attention of the researcher is focused. Since Piagetian theory postulates a developmental sequence of stages, a detailed analysis of the classical Piagetian stages of symbolic

thought might be argued that performance on problems characterised by such structures would almost inevitably support the theory. The rejoinder would be that attempts to train children to solve problems with a logical structure more advanced than the developmental stage they have reached are doomed to failure. Nature must take its course; the places in the intellectual jigsaw cannot be forced prematurely into shape.

Cognitive Development is a distillation of research conducted by a team of psychologists and educationists with roots in the University of Newcastle, New South Wales. The members of the team acknowledge their debt to Piaget but they are by no means slavish adherents to his principles. Their product may be cast in the Geneva mould, but it is distinctively Australian.

Most of the book is devoted to a detailed analysis of the classical Piagetian stages of symbolic

thought. Relatively little attention is paid to the sensor-motor or pre-symbolic stage. The extensive empirical work reported appears to be in agreement with the principal features of Piaget's work but lacks the detail of that model in many of its details. The work of Halford, for example, suggests that the age of transition from preoperational thought to concrete operations may potentially be a bit earlier than is supposed in the Piagetian tradition. The book also contains an excellent discussion of the hoary problem of the relation between language and thought and stimulating essays on the significance of mathematics for the teaching of mathematics and history. The last two essays comprise a penetrating analysis of the stage of formal operations, adult logical thinking, a theme which is often neglected in works of this nature.

Any book with seven contributors will have such disparate interests as these runs the risk of becoming a

stylistic conglomerate. Keats, Collis and Halford, however, have done a splendid job of editing and have achieved a balance between the contributions which allows the reader to follow the principal features of presentation and to appreciate the coherence of the book. This is a highly readable book but it is not to impute blame to the contributors or the editors. The problem lies in the inherent difficulty of the ideas conveyed.

Potential readers should be warned that this book is by no means a new recruit to the Piagetian regiment of primers in psychology. It is a scholarly work which demands a facility with logical nomenclature and a recent work and familiarity with the more esoteric reaches of Piagetian theory. Those who are the paragon will find this book a valuable contribution to the branch of psychology conveyed by its title.

Bryan

BOOKS

Baffled brains

Human Neuropsychology
by Henry Hecan and Martin L. Albert
Wiley, £16.20
ISBN 0 471 36735 4

An eminent research worker was once investigating a brain damaged patient who suffered from amnesia; he carried out careful tests of the patient's memory over 10 sessions. At the beginning of each session he would show the patient his fountain pen and at the end would enquire whether the patient recognized the pen. Despite the number of times he had seen it before, at the end of the final session the patient still denied any knowledge of it. In despair, the investigator decided to try one final question and asked the patient: "Do you know who I am?" The patient replied: "Of course, you're the man with all those fountain pens."

Whether or not it is apocryphal, the story nicely illustrates the curious effects of the effects of brain damage in man. Research on the subject is beset by difficulties. Brain lesions caused by disease are usually diffuse and their exact extent can only be established at post-mortem. The same lesion can produce different effects in different patients because the same function is not always located in the same part of the brain. It can be hard to decide which symptoms are caused by the primary damage and which are a secondary effect produced through changes in mood or because the patient himself expects brain injury to have particular consequences.

Despite these problems, the subject has made considerable progress over the last two decades, though it must be said that neurological studies have provided more information about where in the brain particular functions are located than about the much more interesting question of how they are carried out. Moreover, the results are often overinterpreted and have given rise to such widely believed myths as that the left hemisphere normally carries out

analytic and logical operations, whereas the right is synthetic and creative.

Henry Hecan works in Paris and is one of the doyens of the field. *Human Neuropsychology*, written in collaboration with Martin Albert, is a comprehensive survey of the results of neurological investigations. It is an immensely learned, scholarly and worthy book and will provide specialists with a comprehensive source of reference. However, it is not, however, an easy book to read. The authors place much emphasis on classifying the effects of brain lesions—nearly two dozen different aphasic defects are enumerated, any of them overlapping with each other; but classification is notoriously difficult unless it is carried out with some superordinate goal in mind which will provide clear criteria for distinguishing different classes.

Moreover, the authors tend to repeat the effects of brain damage in the light of all possible theories of human cognition and they rarely make it clear which theories they themselves prefer. At times they are even reduced to evaluating theories by adding up points in favour and against. Finally, parts of the book are hard to follow, and the obscurity of the ideas put forward is often matched by the obscurity of the language in which they are expressed. The following passage is not typical:

"In this chapter we construct the unity of aphasia may be seen only in the context of accepting language as an integrative synthesis of a collection of different functions. Aphasia may thus appear as a disorder of the system, since it results from a disruption of this integrative synthesis, although the manifestations may vary according to the structural level involved."

The expert will rejoice in the monumental scholarship that has gone into the preparation of this volume, but others may find the wealth of detail more baffling than illuminating.

Stuart Sutherland

Memories are made of this

Aspects of Memory
edited by Michael M. Gruneberg and Peter Morris
Methuen, £8.00 and £3.95
ISBN 0 416 70550 2 and 71350 5

The editors have set out to produce a book which, by providing a collection of essays from well-known psychologists on a selection of different aspects of memory, will motivate the new student of memory to read deeper into the subject.

The throttle of the book is opened by a chapter by Michael Warburton entitled "Theoretical Issues". Although he makes some provocative points, this title is too grandiose, for the chapter deals with the old, old issues of how many memory systems we have, and how many stages of memory can be isolated. Attractive ideas such as "the boxes-in-the-head structuralism of the 1960s" is now seen as impoverished, and "the emphasis is now on flexibility, on operations, on strategies", are regrettably not pursued.

The issue of the description of stages of processing is neatly taken up by Peter Morris's chapter on encoding and retrieval. It is a chapter of unrelated discussions, but will prove useful all the same. His review of the levels of processing approach, the phonological loop, the visuo-spatial sketchpad, the episodic buffer, and the study of meta-memory is well-timed and appropriate, but the whole does not tell a story. Morris's discussion of forgetting implies that forgetting is something unlearned. This may be so in some information we inspect each day, but it would result if we did not have a device for successfully forgetting some of it.

Some excellent chapter, "Memory: a Physiological Aspect of Memory" does absolutely nothing to shake any suspicions that physiological psychologists will give us no insight into the problems treated in the other chapters of the book. Problems of the relationship between language comprehension

and semantic memory are of course touchable, but no sign of an approach to understanding other cognitive problems of encoding or retrieval.

A thoughtful and provocative chapter on developmental aspects of children's memory is offered by Paul Harris. This is a most valuable discussion of how children come to be aware of the limits of their memory systems, and the strategies which they occasionally use to transcend these limitations. A chapter on memory and retarded development in memory by John Belmont is a conscientious summary of contemporary views, but needs to be read before Harris's chapter to gain a fair impression of its value.

The book finishes with a fascinating though defensive chapter on the phenomenology of memory by Michael Gruneberg. It deals with what we personally know about our own memory systems (now known as the study of "meta-memory"), and with some strategies for circumventing our own memory problems. Gruneberg presents a whole library of data to demonstrate that when we feel that we know something, but we cannot retrieve it, we do not actually know it. He does not, however, take the discussion into uncharted waters. There are many more questions to be investigated here, and the study of meta-memory is sure to gain a great deal of attention over the next few years.

This book does not present an exhaustive treatment of the psychology of memory—there are already plenty of books around which claim to do this—and the introductory part of some of the chapters will be a deterrent to many. However, with a little guidance on which directions to read, the new student may well find himself engaged in the problems of memory, and the investigation of how the active individual can get around these problems.

Geoffrey Underwood

Learning

The Development of Thought: equilibration of cognitive structures
by Jean Piaget
Oxford, £8.50
ISBN 0 631 189 106

This is an account of possibly the most central and certainly the most obscure of Piaget's theoretical concepts, the notion of equilibration. The central idea is the familiar Piagetian thesis that knowledge develops neither solely from the experience of objects nor simply from innate programming but from a process in which the subject's interpretations are checked against the evidence available. It is the perception of imbalances between these interpretations and the evidence observed that leads to the development of compensations which both restore the cognitive system to equilibrium and advance knowledge of the world. In the course of conceptual development, the child becomes more capable of dealing with the disturbances created by new observations.

Initially, in reacting to new characteristics that are incompatible with current knowledge, the child will fail to adjust fully his activity or only partially adjust it. Thus arise the mistakes typical of pre-operational reasoning, egocentrism and failures in seriation and classification. For example, beyond this level the child does not become able to integrate new characteristics into a system: a classification will be re-cast in order to coordinate a new category with existing ones, or a causal explanation constructed by an unexpected fact will assume a form that can take this into consideration. Finally, there develop systems, formal operations, which are capable of anticipating possible variations, and once variations become probable they no longer disturb the system. The highest form of equilibrium is represented, therefore, by a context-free deductive system whose operations can be applied in compensate for any possible disturbances.

This is not a book for those seeking a general exposition of Piaget's work. It is too concerned with an attempt to elaborate the formal aspects of the equilibration process to do that. Even so, however, it is a book that does it well as an account of the development of thinking, for too much is omitted. There is no systematic description of the course of the development of thinking, no attempt to place the Piagetian literature alongside the findings of other workers, and there is, as always with Piaget, the presupposition that the development of logic-mathematical models effectively exhausts what can be said about the problem. For now we come to understand the world, with the result that possible differences in modes of thought are overlooked.

The book is, however, the most systematic and up-to-date presentation of Piaget's concepts of equilibration and its appearance in the world, with the result that possible differences in modes of thought are overlooked. The book is, however, the most systematic and up-to-date presentation of Piaget's concepts of equilibration and its appearance in the world, with the result that possible differences in modes of thought are overlooked.

Piaget's theory is wrong. We need not accept this conclusion, as Piaget's discussion of the concept of equilibration helps us to see that the discovery of diversity of performance across different tasks among young children is perfectly compatible with a theory which insists that intellectual development is a functional factor of operational competence and task complexity. Moreover, there is no need to appeal to factors supposedly extrinsic to operational development in order to explain the difficulties of the young child's action of "poor" objects or the lack of meaningfulness of the task to the child. We can, instead, agree with Piaget when he says that the mind spontaneously concentrates on the affirmations and on the positive characteristics of objects and actions, while the negations are constructed only secondarily and laboriously. Piaget's critics are especially recommended to this book. It might constitute a disturbance that would propel them to a more balanced assessment of his work.

Neil Bolton

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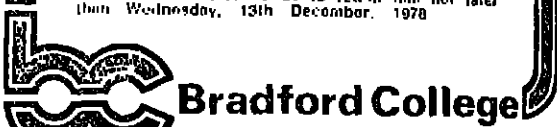
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required in the Department of Industrial and Social Studies.

Applicants should have experience in experimental psychology with the ability to supervise the construction of laboratory equipment. A knowledge of computers an advantage. Applicants should possess an Honours degree and preferably have had industrial, research or teaching experience.

Application forms and further particulars from Academic Registrar at the College, Colinton Road, Edinburgh.

Overseas

SOUTH AUSTRALIAN INSTITUTE OF TECHNOLOGY PROFESSOR AND HEAD OF ELECTRONIC ENGINEERING

Applicants are invited for appointment to the position of Professor and Head of Electronic Engineering.

The School of Electronic Engineering, which occupied a new building at the Institute's Level Campus in May, 1977, is responsible for providing Bachelors degrees and Associate Diploma level courses, and for the presentation of service subjects in other courses. A Masters degree programme by Research was introduced in 1978.

DUTIES: The successful applicant will have specific responsibility for providing academic leadership in the development and presentation of courses in Electronic Engineering and for the promotion of industrial and commercial liaison.

The Schools of Electronic and Electrical Engineering are presently constituted as separate Schools. Consideration is being given to the combination into a single academic unit when either the Head of Electronic Engineering or the Head of Electrical Engineering would be appointed as administrator (or chairman) of the combined School.

QUALIFICATIONS: Successful applicant should possess appropriate academic qualifications and have had considerable professional experience as an electronic engineer.

POST: B Law Relating to Banking, to Professional standard. Lecturer II/Senior Lecturer in Physical Geography to teach to Final Honours degree level, main appointment in Geomorphology required. Salary, £4,101-£5,528 (bar)-£7,638.

Application forms to be returned within 14 days of the appearance of this advertisement and further details from the Director, Dorset Institute of Higher Education, Wiltshire Road, Dorset, BH12 9BB, Dorset.

Application forms, conditions of service, and further information may be obtained from the Chief Personnel Officer, South Australian Institute of Technology, North Terrace, Adelaide, S.A. 5000, to whom applications should be sent, including the names and addresses of three referees, should be forwarded as soon as possible.

Overseas continued

UNIVERSITY OF JOS JOS NIGERIA

ACADEMIC STAFF VACANCIES

Applications are invited from suitably qualified candidates to fill the following vacancies in the Faculty of Medical Sciences in this University.

A. POSTS: Lecturer/Senior Lecturer/Lecturer I & II in the following specialities:

- (1) Medicine
- (2) Paediatrics
- (3) Pharmacology & Therapeutics
- (4) Psychiatry
- (5) Surgery
- (6) Obstetrics and Gynaecology
- (7) Community Medicine
- (8) Anaesthesia
- (9) Microbiology
- (10) Chemical Pathology
- (11) Pathology
- (12) Haematology and Blood Transfusion.

(13) Lecturer/Reader

The candidate, who should have a post-graduate qualification registrable with the Nigerian Medical Council, should be an authority in his field and should have several years' experience in this area of competence. He should have evidence of undoubted ability in research, such as contributions in reputable journals and should be capable of directing and supervising the research of junior colleagues. He should be capable of giving both administrative and academic leadership.

(14) Duties: The successful candidate would be involved with planning and organising undergraduate clinical programmes and in research. He would be expected to have the resourcefulness and energy required to meet the challenges of a new department.

B. Senior Lecturer/Lecturer

(1) Qualifications: Candidates for 1, 2, 3 and 4 should possess an MRCGP or similar post-graduate qualification.

Candidates for 5, should possess an FRCS.

Candidates for 6, should possess an MRCP.

Candidates for 7, should possess DPM/MPH and possession of an MRCGP or MRCP would be an advantage.

Candidates for 8, should possess an FFARCS or DA.

Candidates for 9, 10, 11 and 12 should possess an MRC Path, a Ph.D. or equivalent qualification.

In the case of Senior Lecturers, candidates should possess not less than five years' experience in research and teaching in the speciality. Possession of a Ph.D. would be an advantage, as would training and experience in any sub-speciality in these fields.

(14) Duties: Successful candidates would be expected to be capable of interdisciplinary research and teaching, and would be responsible to the Head of Department for the organisation of clinical instruction.

C. Salary: Lecturer — £4,101-£5,528 (bar)-£7,638 per annum
Senior Lecturer — £4,101-£5,528 (bar)-£7,638 per annum
Lecturer I — £4,101-£5,528 (bar)-£7,638 per annum
Lecturer II — £4,101-£5,528 (bar)-£7,638 per annum

D. Conditions of Service: Successful candidates will be on probation for the first two years and afterwards confirmed to retiring age if their services are considered satisfactory. Other fringe benefits include pension scheme, car allowance, paid furnished accommodation, housing allowance in lieu of accommodation, 25% Contract Addition is payable to all appointees.

E. Method of Application: Candidates should send their Curriculum Vitae in six (6) copies using the following headings: Personal, Marital Status, Educational Institutions attended with dates, Qualifications obtained with dates, work experience (i.e. post held, duration and salary earned). Names of three referees of last two of whom should be requested to attest to the candidates' professional/academic standing and character. Candidates should request their referees to send confidential reports under confidential cover to the address below.

Applications should be sent to: Registrar, University of Jos, P.M.B. 3004, Jos, Nigeria, to reach him not later than 23rd December, 1978.

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DEPARTMENT OF INSTITUTIONAL MANAGEMENT AND CATERING STUDIES

The new Department is to be opened in 1979 as a constituent member of the Division of Commerce and Design. It is planned to offer a range of courses including sandwich and full-time Diploma/Higher Diploma and part-time professional level courses designed to meet local needs.

Applications are invited for the following posts (tenable September, 1979):

PRINCIPAL LECTURER/ SENIOR LECTURER

The successful candidate will be required to assist in the development of courses and resources and establish links with industry.

Applicants should have:

- (a) a recognised degree or a relevant professional qualification;
- (b) either an advanced specialist qualification or extensive managerial experience of more than five years in either:
 - (i) a major sector of the industry such as hospitals, hotels, institutions, etc., or
 - (ii) a specialist field such as food production, food service, applied control, etc., across more than one sector;
- (c) substantial teaching experience including curriculum development and appropriate industrial experience; and
- (d) proven administrative ability.

SENIOR LECTURER/ LECTURER

The successful candidate will be required to contribute to the development of courses and resources within their own specialisation.

Applicants should have:

- (a) a recognised degree or a relevant professional qualification;
- (b) substantial professional experience in one or more of the following areas, preferably supported by a specialist qualification:
 - (i) Food Production
 - (ii) Food and Beverage Service
 - (iii) Accommodation Studies and Facility Planning
 - (iv) Food Technology;
- (c) teaching experience at an appropriate level; and
- (d) proven organisational ability.

Salary Scales

Principal Lecturer: HK\$98,220 to HK\$121,200 p.a. by 11 increments

Senior Lecturer: HK\$78,980 to HK\$107,340 p.a. by 6 increments

Lecturer: HK\$44,220 to HK\$79,500 p.a. by 11 increments

Note: £1=HK\$9.36 on 14.11.78.

(Commensurate salary will be commensurate with qualifications and experience.)

Conditions of Service: Appointment will be on two-year gratuity-bearing contract terms initially. Thereafter suitable appointments may be offered further contracts or superannuation terms of service at the discretion of the Polytechnic. Benefits include long leave, free passage, subsidised accommodation, medical and dental treatment, children's education allowance; and a terminal gratuity equal to 25 per cent of basic salary received over entire contract period.

Application forms and further information are obtainable from the Hong Kong Government London Office, 6 Grafton Street, London W1X 3

Overseas continued

OVERSEAS DEVELOPMENT

KNOW-HOW: vital to developing countries

Expert in Science Education Indonesia

At the Science Teaching Centre Bandung to assist and advise in upgrading and teaching of Science. Applicants should be Science graduates with experience in training science teachers for junior secondary level. Familiarity with trends and developments in teaching of integrated science essential; experience in evaluation of training methods an advantage.

Appointment 18 months. Salary (UK taxable) according to qualifications and experience plus tax-free overseas allowance. Superannuation rights may be safeguarded. (Ref. 317.)

The post is wholly financed by the British Government under Britain's programme of aid to the developing countries. In addition to basic salary and overseas allowances other benefits normally include paid leave, free family passages, children's education allowances and holiday visits, free accommodation and medical attention. Applicants should be citizens of the United Kingdom.

For full details and application form please apply quoting reference stating post concerned, and giving details of age, qualifications and experience to:—



Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

HELPING NATIONS HELP THEMSELVES

General Vacancies

SPECIALIST TUTORS £6486-£8411 incl.

Staff College, East Horsley, Surrey

The Electricity Council is the central co-ordinating body of the electricity supply industry in England and Wales. Among its many activities is the operation of a Staff College at Horsley Towers. This offers a range of some 125 courses for 2,000 participants each year, principally of a managerial and supervisory nature to assist the identified needs of the industry. Purpose-built academic and residential facilities will be in use by May 1979. Several new posts are being established to allow more teaching and

Industrial Relations/Personnel (Ref TH/168)

An appreciation of the roles of negotiators, managers, trade union officials and other staff representatives is essential and relevant experience within industry would be advantageous. Ideally, you should be a graduate or professionally qualified, preferably with a post-graduate management or personnel qualification.

Financial/Accounting (Ref TH/169)

You should understand the role of financial control in management and be capable of presenting finance and accounting procedures to groups without formal knowledge of this subject. You should be a graduate or professionally qualified, preferably with a post-graduate management or accountancy qualification.

Commercial/Marketing (Ref TH/161)

You should have a strong interest in and experience of customer-related activities — such as promotional activities for generating business in a retail environment — and be capable of communicating the consequences of changing policy and practices and their importance to audiences not normally familiar with these aspects of business. Relevant experience in industry and of pricing/marketing would be advantageous. A degree, professional qualification or post-graduate qualification in marketing will be looked for.

Assistance with relocation expenses given in appropriate cases. Write in confidence giving details of career to date and present salary, quoting appropriate reference number to:
Duncan Ross Recruitment & Development Officer,
The Electricity Council, 30 Millbank, London SW1P 4RD.

ELECTRICITY COUNCIL

Western Australian
Institute of Technology



School of Business & Administration

Head of Department—Business Law

The Department offers a major in Business Law and services other courses within the School's Bachelor of Business programme. At postgraduate level, subjects are offered in the School's Masters and Diploma courses.

Applicants must possess a first degree in law and a higher degree in law or a related discipline.

Head of Department—Economics and Finance

The Department offers a major in Financial Management and Economics within the School's Bachelor of Business programme. It is also responsible for an option in valuation, which is being developed as a major within the Bachelor of Business programme. At post-graduate level subjects in Economics and Finance are offered in the School's Graduate Diploma and Masters programmes.

Applicants must possess a higher degree in economics, finance or a closely related area. Each Head will provide effective educational and professional leadership, co-ordinate academic and administrative operations and further the Department's involvement with other educational institutions, business, industrial and professional bodies.

Previous teaching experience with industrial, commercial or professional experience is desirable.

Tenure: The posts offer permanent academic tenure. It is Institute policy that persons appointed as Head of Department will be assigned the appropriate duties for an initial period of six years, with eligibility for renewal. Should an appointee not continue as Head of Department the academic level and salary are retained.

Salary: £15,287 (quoted at October 30 rate of exchange).

Conditions include: Annual Long-Service and Opportunity for Study Leave, Superannuation, Fees for family and assistance with removal expenses and temporary accommodation.

Applications: Detailed applications including a curriculum vitae and the names and addresses of three referees should be submitted not later than 22nd December to the Migration Liaison Officer, Western Australia House, 115 Strand, London WC2 0AJ, England. A brochure containing further information may be obtained from the above address. When applying please quote reference HES.

LONDON
THE UNIVERSITY
COMPUTER CENTRE
USER SUPPORT DEPARTMENT
Wanted for the Computer
Section: • PROGRAMMER who
is interested in: PASCAL,
COBOL, BASIC, FORTRAN,
SIMULA, ALGOL 60, ALGOL
68, HPL, BASIC and FOR-
TRAN.

Applicants should have an
interest in Computer Main-
tenance, and have the capacity
to perceive and include user
facilities into existing
programs, plus an interest in
helping users with their pro-
gramming problems.

Candidates should preferably
be Computing Science Gradu-
ates with an interest in a wide
range of languages.

Salary will be in the range
of £3,500 to £5,000 plus 2400
London Allowance (both under
review).

Application forms are avail-
able from the Systems Secre-
tary, Computer Centre, 30 Bedford
Square, London WC1N 3AU.
Phone No. 01-462 8400. The
forms should be completed and re-
turned by 14th December
1978.

Classified
continued
on page 32

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THE READERSHIP SURVEY

A comprehensive readership survey was recently undertaken in the higher educational field. Copies of this report, together with our plans for the autumn, are available from David Hunt, Advertising Manager, THES, New Printing House Square, P.O. Box 7, Gray's Inn Road, London WC1X 8EZ.

Overseas continued

UNIVERSITY OF SCIENCE
AND TECHNOLOGY
KUMASI, GHANA

Applications are invited from suitably qualified applicants to fill the following vacancies:

DEPARTMENT OF CIVIL ENGINEERING
Lecturer/Senior Lecturer/Professor in Structural Engineering
Lecturer/Senior Lecturer/Professor in Highway and Transportation Engineering
Lecturer/Senior Lecturer/Professor in Soil mechanics and Foundation Engineering

DEPARTMENT OF MECHANICAL ENGINEERING
Senior Lecturer in Thermodynamics
Senior Lecturer in Mechanics of Fluids
Senior Lecturer/Lecturer in Strength of Materials
Senior Lecturer/Lecturer in Mechanics of Machines

Appointments are normally for four years initially but a shorter period of two years is possible. In addition to local salary tax-free British Government Supplements in range £3,500-£3,228 p.a. depending on level of appointment and marital status may be payable to successful applicants. Other benefits include subsidised accommodation, children's educational allowance and generous home leave.

Application forms are obtainable from the Overseas Representative, Ghana Universities Office, 15 Gordon Square, London WC1H 0AG, to whom the completed forms should be returned by January 15, 1979.

AUSTRALIA
ROYAL MELBOURNE INSTITUTE
OF TECHNOLOGY LIMITED
Principal Lecturer

DEPARTMENT OF ADMINISTRATIVE STUDIES

The Department offers Business degree and diploma courses in Public Administration and Local Government to full-time, part-time and external students. These courses include major studies in Administration and Organization Behaviour.

The appointee will be the senior staff member concerned with the above courses. There are nine staff members in the academic areas concerned.

A person with the ability to lead and to develop and participate in interdisciplinary teams is being sought. The appointee must be able to make a strong contribution to course development, and to the improved teaching effectiveness of the Department. An interest and experience in educational innovation and, in particular, experiential approaches to learning would be an advantage.

Applicants should possess a higher degree in a relevant discipline and have significant practical experience in administration.

Salary: \$42,525 per annum.
Reference number: 162/174.
Closing date January 19, 1979.

Intending applicants should obtain a Schedule of Duties from the Staff Branch, RMIT, Box 2476V, GPO, Melbourne 3001. Applications should be addressed to the Registrar.

UNIVERSITY OF CAPE TOWN
CHAIR OF
CHEMICAL ENGINEERING

The appointee to the above post, which is to be filled as soon as possible, will be expected to participate in the teaching and research activities of the Department. Excellent support for research and for contact with industry exists. Closing date for applications is January 20th, 1979.

LECTURER IN PSYCHOLOGY

Applicants for the above post, to be filled as soon as possible, should be registered as psychologists or should be eligible for registration with the South African Medical and Dental Council. Through a clinical registration would be preferred, psychologists registered in any other categories are also invited to apply. Closing date for applications is February 28th, 1979.

General: Appointment to the above two posts will be made according to qualifications and experience, on the following salary scales:

For PROFESSOR, R10,800 x 450-R12,600 x 600-R13,800 p.a.
For LECTURER, R6,300 x 360-R9,180 p.a.
plus in both cases a pensionable allowance of 19.9 per cent of basic salary. Improved academic salary scales are to be introduced from April, 1979. General staff benefits include an annual vacation bonus, pension and medical aid facilities, and a housing subsidy.
Applicants should submit a curriculum vitae, stating research interests and publications (submitting specimens if possible), present salary, when available if appointed, and the names and addresses of three referees. All office Memoranda concerning these positions should be obtained from the Registrar, Room 10, University of Cape Town, Private Bag 8, Rondebosch, C.P. 7700, South Africa.
The University's policy is not to discriminate in the appointment of staff on the basis of race, sex, religion or colour. Further information on the implementation of this policy is obtainable from the Registrar.

AUT document 'ignores realities of contract research situation'

How university research staff can find greater security

In his article on the need for a strategy on research (THESE, October 29), Bryan Davies argued in favour of "a strengthening of the representational base of research councils by admitting to membership representation from the research workers themselves". A laudable sentiment, but not one which stands much chance of realization judging by a recent document, *Research Staff in Universities*, from the main organization representing research workers, the AUT.

In this circular, the AUT outlines draft proposals for improving the lot of this "pernicious of the profession", as the document whimsically termed research staff. Unfortunately, the chances of these proposals ever being realized must be counted as about nil, since they conveniently ignore most of the realities of the contract research situation.

The AUT document starts from the position that it is axiomatic that "all full-time university academic staff should engage in both teaching and research". Well, is it axiomatic? There are excellent researchers who should never be allowed near students and excellent teachers who make completely inept researchers. It is by no means the case that one individual will incorporate the quite different capacities and skills required for teaching and research.

This does not mean, however, that project research should not feed back into teaching. But this should be approached as planned integration based on an appreciation of the needs of both teachers and research workers rather than using the latter merely as a convenient pool of teaching labour. It is essential that the basic differences as well as the common interests of both groups be fully articulated in the feedback from full-time research into teaching is to be rational.

ally and most profitably arranged. However, the AUT proposal would appear to force a researcher to become a teacher whether he wanted to or not. "No academic", it suggests, "should work as a full-time researcher for more than six consecutive years". After that period those "on UGC funds who are selected to remain in the university service must transfer to a lectureship" and those financed from non-UGC sources (the huge majority of researchers) who are selected to remain in the university service must transfer to the employment of the funding organization. As for those researchers who have already been employed on contracts for six years or more, the AUT proposes that they should be given permanent positions on the appropriate scales.

In practice, it is difficult to see how these proposals would make any difference to the current insecurity of research staff. With the exception of the researcher who had already been employed for six years, universities would be under no obligation to retain a researcher after a contract had ended; they would merely be obliged to go through what would most probably be a cosmetic selection process where criteria could be adjusted to ensure that very few were selected. Added to this is the fact that external funding would certainly balk at the idea of having to employ on a permanent basis researchers which the universities would have selected and foisted upon them.

Faced with this situation, funding organizations would probably prefer either to place their contracts with independent institutes outside the university sector or to insist as a condition of the contract that no researcher be employed whose accumulated research employment at the end of the project would amount to six years or more.

It is to be regretted that the AUT document fails to recognize the very real constraints placed on universities by a largely laissez-faire system of funding which pays scant attention to the needs of either universities or

corporate bodies or of researchers employed. Change is possible, but it should take into account both the weak bargaining position of the universities and AUT and the requirements of efficient research and motivated researchers.

A necessary step would be that the AUT and the universities make a combined approach to funding bodies, particularly the research councils, stressing the following points.

Firstly, a larger number of long-term research posts should be created which would exist independently of their incumbents and focus on specific research functions. These could consist of a few chairs plus a core of a fairly small number of posts which would provide the capacity for concentrating on particular clusters of research problems.

Secondly, bridging funds between projects should be provided. This could be achieved, for example, by the allocation of specifically designated funds into a pool for the purpose of bridging the inevitable higher overheads which universities would then use in this way. Such funds would extend the time researchers have to construct research applications and gain a further contract.

Thirdly, researchers on short-term contracts of five years or less should be compensated by being paid significantly higher salaries in a documented recognition of insecurity as is the practice in the Civil Service and industry.

While these proposals clearly represent a fairly significant shift away from present procedures, they are at least practicable within the present research context. Those contained in the AUT document, however, are sufficiently unrealistic to ensure that university researchers remain in the shade.

B G Salter

Dr Salter works for the Schools Council Impact and Take-Up Project at Sussex University.

Stuart Parkes looks at the language which bridges the gap between East and West

German: key language for Europe

As a teacher of German, I have an interest in the language. In making a case for German, however, it is not my intention to denigrate the study of any other language; it is up to the teachers of those languages to make their case on similar or comparable grounds. Any attempt to evaluate the achievements of different cultures would equally be a waste of time. I seek only to raise a few points, not to present an exhaustive catalogue of all the possible arguments.

The first point is so obvious that it hardly needs repeating. Even if one does not take into account the other German-speaking countries, West Germany alone is, or should be, one of Britain's major trading partners. It is a fellow member of the EEC and has a large and prosperous population. It goes without saying that selling to another country is always easier when one speaks that country's language, and that frequently this is not the case with British companies. In short, there would be economic and commercial advantages if more British people were to learn German and apply their knowledge in industry and commerce.

A reason that can be advanced for not learning German is that it is not a world language. Apart from a few outposts such as Namibia, this is the case. On the other hand, German is a "world language". It is the only language to be spoken in the different worlds of divided Europe.

As the two German states could both claim, at least in the economic sphere, to be the second nation within their respective blocs, the German language could gain in importance as contacts between East and West increase. That large numbers of people in Eastern Europe

There would be economic and commercial advantages if more British people were to learn German and apply their knowledge in industry and commerce.

one of the reasons for learning foreign languages is to give insights into the nature of language itself, how it can be used and manipulated for a variety of purposes, then German provides an ideal vehicle for realising this aim, not least because of the linguistic battle that has been waged between the two German states.

One needs only to look at the names the two German states have given each other. East Germany has been the Eastern Zone, the Soviet Occupation Zone, the so-called GDR, the Ulbricht state, Pankow (referring to the suburb of Berlin where government offices are located) and so on; West Germany has replied with West German (in German a geographical rather than a political concept), the West Zonal State, the Bonn state and so on.

The same war of words has gone on over Berlin. Is it Berlin (West), West-Berlin or Western-Berlin? Is it East-Berlin, East-Berlin or Berlin-capital of the GDR?

Underlying these various formulations is the belief that the side whose language and terminology prevail wins the political and ideological battle. Whether this particular assumption is wholly correct or not, consideration of this kind of question is a relevant part of the study of languages.

Even if no German state is the power the German Reich once was (which most people would regard as a good thing), there are still grounds for learning German besides the fact that it was the language of Goethe.

The author is a lecturer in German at Sheffield Polytechnic.

Union view

Who are the real employers?

"Universities? Well, there are the students of course, and the staff—you know. Lecturers, professors, that sort of thing." But what about the rest? The non-teaching staff, the 65,000 men and women who do their bit in keeping universities open? Shouldn't they be mentioned as part of this 'great enterprise'?" "Oh yes, I'd forgotten them."

Too often this is the theme heard by the clerical, manual and technical staff. It is not enough to be given third-class incomes; their contribution is not merely taken for granted, it is often completely forgotten. Behind such conversations, and as a backdrop to their work, are the sombre colours of university anomie.

This anomie is under attack from all sides, and criticism about the relevance of a university education and the isolationism of most universities has been renewed with some vigour as a result of the DES consultative document *Higher Education into the 1990s*. The trade unions representing non-teaching staff have no wish to deprive the institutions in which they work of the academic privileges they enjoy.

However, our members daily have to face the unacceptable face of anomie—or independence as the miserly and parasitic policies cheerfully and correctly supported by university authorities have made pay worse. Could all this be an anomaly?

Perhaps the non-teaching staff, the majority of all university employees, are not being treated as able to have a large say in the way their working lives are run. After an 18-month study, however, the Vice-Chancellors' and Principals' Committee brought out a timely report, *How to Run a University*.

Probably the most difficult problem faced by the trade union member is to identify where the power

for decision-making lies. One senior trade union official was heard to wail despairingly to a group of personnel officers: "Will the real university employers please stand up?" Needless to say, nobody did.

The Secretary of State and Minister of State deny any real power in this arena; the UGC claims that it is forbidden by its 'vow of secrecy' to admit to having any authority; the Vice-Chancellors' and Principals' Committee all about in dismay. If it is suggested that they hold sway and influence—"Heaven forbid that we should impinge on university autonomy", they cry.

The employers' side of the negotiating machinery nationally are unable very often to reach agreements which would be seen as undermining university independence. Yet local branches are just as unsuccessful.

Still, wages and salaries cannot be too bed in universities, the crown of our educational system, which we cherish and esteem (Norman St John-Stevens's words, not mine). Of clerical and related staff, 64 per cent earn less than £12,000 and 90 per cent earn less than £13,557 a year. The manual and ancillary workers, many of whom take home less than the government's own subsistence levels, have mounted a campaign for a minimum basic wage of £60 a week. Given the likely response from the Government, UGC, Vice-Chancellors, employers or whoever makes the decision, industrial action is a distinct likelihood in the New Year.

Laboratory technicians are paid less in universities than in any other similar sector, and even the employers are making noises which suggest sympathy, though no cash is yet evident. Throughout the miserly and parasitic policies cheerfully and correctly supported by university authorities have made pay worse. Could all this be an anomaly?

Perhaps the non-teaching staff, the majority of all university employees, are not being treated as able to have a large say in the way their working lives are run. After an 18-month study, however, the Vice-Chancellors' and Principals' Committee brought out a timely report, *How to Run a University*.

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Cive Cookson on US science

Is there anybody out there?

The search for extra-terrestrial intelligence, SETI, to its friends, made its first appearance on a Presidential budget request this year. Admittedly Congress refused to appropriate the \$2m that President Carter wanted to give NASA in 1979 to start a national SETI programme. But the request itself marked the steadily growing respectability of SETI among American scientists and astronomers.

Over the past two decades, more and more scientists have become convinced that life must have started on a very large number of planets throughout the universe, and that it has evolved into "intelligent life" in a significant number of cases.

This attitude has developed gradually, in step with advances in biology, chemistry and astronomy. No sudden breakthroughs have won over large numbers of believers, and of course no one has yet come up with any direct evidence of life outside earth.

Many of today's biologists see life as "a logical consequence of known chemical principles operating on the atomic composition of the universe". The contrary view, that its occurrence on earth is a statistical miracle comparable to the chance of a monkey hitting the keys of a typewriter at random and producing the complete works of Shakespeare, is fading away.

Laboratory experiments have already provided evidence for "pre-embryonic" development of the building blocks of life from mixtures of simple inorganic chemicals. The classic experiment of Stanley Miller and Harold Urey at the University of Chicago 25 years ago, in which they simulated the effects of lightning on the Earth's early atmosphere and produced various amino acids (the building blocks of proteins), has

been repeated many times in increasingly sophisticated ways.

Recent experiments have led to protein-like structures that behave in some ways like primitive living cells. Scientists can in no way be said to have created life in the lab—for a start their "cells" have nothing resembling a genetic code. But they have at least shown how the laws of chemistry lead inevitably to life-like processes under certain conditions.

Over the past decade, astronomers have been detecting an astonishing richness of simple but biologically important organic molecules in space. They are associated with interstellar dust clouds and the materials from which stars and their planets condense. Organic chemicals, including amino acids, have also been found in meteorites.

These recent advances in biochemistry and the new science of astrochemistry, together with the theoretical work on the formation of stars and planets, have increased scientists' estimates of the prevalence of extra-terrestrial life. Several bold calculations of the likely number of civilizations attempting interstellar communication in our galaxy have been made recently.

We can, to a very limited extent, search for life (presumably primitive), in our own solar system by physically going out and looking for it, as the 1976 Viking mission did on Mars (with inconclusive results). But, short of receiving a visit from alien space travellers, the only way we can prove the existence of life outside the solar system is by receiving a message by radio (it is of course possible that the best means of interstellar communication is by some entirely different principle that we are too scientifically primitive to conceive). SETI started in 1960 when Frank Drake of Cornell University used a 26-metre radio telescope to "listen" to two nearby stars.

Since then a few individual astronomers have used radio telescopes in the United States and Canada to scan, noisily stars for signals from extra-terrestrial civilizations. Soviet astronomers have been conducting a somewhat more systematic search. There have been

They did not, of course, fail to take the opportunity to recommend that if any institution were stupid enough to enter into more worker participation, they should steer clear of union machinery as the vehicle for elections. The document managed, in not infringing university independence, to put up as many arguments against industrial democracy as it could.

Nevertheless, a fine working environment means a lot to people and in the beautiful surrounding of study, surely all is well? In their March 1977 annual survey, the UGC stated that the best estimate they could make for the financing of works arising from the Fire Precautions Act 1971 and the Health and Safety at Work Act 1974 was about £40m. Of this a mere £1m to £12m was estimated as urgent.

Perhaps, though, worker involvement in individual work collective action. The latest negotiating impasse is the debate on individual grading appeals. It is apparent that the university employers and vice-chancellors are convinced that a clerical worker travelling to London to appeal against an alleged incorrect local grading will undermine—yes, you have guessed it—autonomy, and bring an end to western civilization as we know it. ACAS mediation has failed to resolve the dispute, and notwithstanding an assurance from the chairman of the CVC that the universities "would not do a Greenwich" (sic), they have refused to go to arbitration.

The trade union side of the Central Council for Non-Teaching Staff has had enough. Sponsors and other interested MPs are being invited to a briefing session which should lead to a full debate in the House on public accountability, industrial relations, salaries and wages, superannuation and, of course, "autonomy". With the vast bulk of university finance coming from public funds, perhaps there should not be nine years between Parliamentary debates on these "heavens" of progress. Perhaps more openness would show more anomalies up for what they are.

Rita Donaghy

The author is chairperson of the Central Council for Non-Teaching Staff in Universities.

A day of meetings in Washington, a day of orienting myself to initials, new shorthand. In the morning at AAHPER (American Alliance of Health, Physical Education and Recreation), the executive director of the rapidly expanding field of sport and recreation, and hopefully this trip will sensitize me to the background for many of these developments.

How much academic worth has resulted from this expansion is problematical. Hopefully the restraint of validation in Britain will force the staff concerned to think more carefully some of the study; but behind this field of study, and the teaching of it, are the future of recreation management training.

But I cannot help but wonder whether this prolific growth in the United States is a reflection of the entrepreneurial quality of American universities rather than the intrinsic academic merit of such courses.

Indeed, the academic status of these programmes is the very point at issue in their continuing search for accreditation.

I fly by air taxi to Pennstate (the first of the three great northern land-grant universities I am to visit, and as we circle over the campus one could be forgiven for arriving at the conclusion that one was entering a gigantic sports complex).

The commitment to sport seems endemic. Indeed, I am told that the norm is that students should be supported the continuation of the requirement of compulsory credits in physical education in the first two years of their degree programmes.

Within the department is also based the independent United States Sports Academy, a body devoted to the pursuit of excellence in the study of sport. In a higher education environment which is seemingly untroubled by the distinction between the study of sport and that of physical education, it is interesting to find a body making the case for the separate specialist study of sport, with the founding of scientific disciplines in this field of activity.

More fascinating, though, is the way in which in America energy and enthusiasm (some might say ruthlessness and exploitation) can still get an underpinning of this nature off the ground, secure its finance, and promote its activity. In part I suspect the ability to do this reflects the relative affluence of America, but it also demonstrates the absence of comparable controlling factors—in other words, it is the operation of the free market economy in education.

With a particularly successful football team at present, I am told that this year a clear profit of the order of \$4 million is anticipated.

As I move in to my accommodation in the Union at the University of Illinois at Urbana-Champaign, I am surrounded not just by the opulence of the surroundings, but more particularly by the student treatment of the building and facilities. It reflects (in some ways quite frighteningly) a strength of conservatism among the student body in respect for the representations of capitalism that would be totally alien in Britain.

This demise of 1960s radicalism and the development of "responsibility" seems to betoken student attitudes generally, and I detect it as a motivating force among those I meet who are majoring in parks and recreation.

The determining factor in the design and provision of such programmes is essentially of a practical nature, and in discussing the concept of such undergraduate courses with the staff at Illinois I realize the basic difference in our respective preconceptions of the function of first degrees.

Don's diary

Monday

I fall asleep watching a very bad movie to be disturbed by the most disgusting of nightmares: that I am en route to the United States on behalf of the CNAU to investigate university provision in recreation studies and to discuss the development of degree work in sport and physical education.

On waking, the realization that the large man sitting next to me does not normally inhibit my drawing-room brings home to me that I was watching an in-flight movie and am already three-quarters of the way across the Atlantic; what had seemed an illusion is reality.

How did I come to be in this situation—I, who had never of my own choice been involved in physical exercise and who must be among the most important of organized sport? Yet now I find myself with responsibility for the organization of validation of degree courses in the rapidly expanding field of sport and recreation, and hopefully this trip will sensitize me to the background for many of these developments.

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Friday

My flight to the University of South Alabama at Mobile, I am again made aware of the cultural divide which still marks the old South. I move, too, to a small and very recently established university: an antidote to the excesses of great state universities, and more akin in scale to a well-endowed college of education, with the anomalous additions of a medical school and a school of engineering.

Here, offers not only a faculty of three, but also a faculty of three routes but is actively promoting a master's programme.

It is in this context, which is arguably the norm as distinct from the departments of 20 or 30, that I have seen hitherto, that academic standards in this field must be considered and the professional concern for accreditation understood.

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Royal Society attack on ideological influences

by Robin McKie
Science Correspondent

A stinging attack has been made by Lord Todd, president of the Royal Society, on the Government's bid to impose political standards in education policy and on various ideological attempts to influence the direction of scientific research.

Although he mentioned no party or Cabinet ministers, Lord Todd, speaking at the anniversary meeting of the society last night, made it clear that he was strongly opposed to present Labour policy on comprehensive education.

"Beginning with a laudable intention of ensuring that every child should have an equal opportunity, some of our political masters now seem bent on imposing uniformity and pushing egalitarianism to the point of ignoring differences in ability, and opposing any ideas of selection or segregation on merit grounds," he said.

"In practice, this means that education is to be organized and run in accordance with one political ideology. Whether one agrees with that political ideology or not, it is surely wrong to make it the driving force behind an educational system."

He added that the Royal Society's education committee had set up a working party on the problems facing talented children, and the group would also be considering the higher educational implications of the proposal of such systems (in schools) as the 11-plus.

Lord Todd also attacked the "ideological" approach to education, which he said was well known to be a failure. "It is an attempt to control science by ideological grounds that are most dangerous and they must be resisted at all costs. Ideological control is a complete negation of all that science stands for since it rests on the assumption that we know what the future will be or that we wish the future to be the same as the present: whether this is for socio-political or quasi-religious reasons is irrelevant."

He said that the Royal Society, which has been pursuing a policy of scientific inquiry, should be set to questions which should not be asked and research which should not be undertaken. These

are matters which ought to be taken seriously, the more so as they have not only been raised by members of the lay public but have even found support among scientists.

At present, the main focus of this attack was to be found in molecular biology especially in relation to the problems associated with recombinant DNA, genetic engineering, the aging process and the genetic component of differences in human beings.

In questioning genetic engineering we were concerned not with safety but with ideology, he believed. Applied to human beings it could alter the shape of things in a way which might not fit with preconceived ideas of the future. Objections to research on the aging process were again ideological: if it were to be successful in greatly extending the life-span it was popularly believed that this would gravely upset the age-structure of the population and with it the whole nature of society.

And studies on the importance of genetic differences in human beings were frowned upon because they could possibly yield results which would conflict with political dogma.

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Princess Alexandra, patron of the Central School of Speech and Drama, talks to drama students after opening the school's new production studio at the Embassy Theatre, Swiss Cottage, London.

Manchester Poly criticized after quinquennial inspection

by Owen Surridge

Governors of Manchester Polytechnic have had a sharp rebuke from the CNAA after a quinquennial inspection earlier this month.

The visiting team complained that the governors were taking too little interest in the affairs of the polytechnic. They also criticized the college administration for poor internal communication at faculty level.

One of the main criticisms of the visit was the lack of a properly thought out development plan within the next two years. Staff fear that this requirement, coming at a time when financial stringency may become permanent, must cause a drastic reduction of long-standing ambitions to expand their student roll to 18,000. At present the figure stands at 12,500. There are just over 1,000 teaching staff.

The visit was the CNAA's first since publication of its strictures on Teesside Polytechnic.

The visit to Manchester saw the latest development of the CNAA's

recent attempts to encourage a measure of dialogue during quinquennial investigations. In addition to the normal discussion with the polytechnic's academic board, it arranged a series of small group debates on cost development and planning, research and staff development, part-time degree courses, and monitoring and evaluation.

Mr Hugh Glandell, the CNAA's registrar for institutional reviews, claimed that the experiment was a success despite the verbal fireworks. "One expects a certain animosity in discussion among academics," he said afterwards. "But we listen to views they have about CNAA. These are always taken seriously."

He refused to comment on the council's findings at Manchester until the report was in print. But he added: "One thing we shall have to improve upon is the time taken before reports finally emerge. No publication date has been set, and it looks as though the polytechnic will have to wait at least three months for the full results of the visit."

Polytechnic recruitment holds

Polytechnics are reporting buoyant trends in recruitment, despite last week's disclosure that the government has reduced its forecast of student numbers in the 1980s.

Statistics released this week by the Committee of Directors of Polytechnics show total polytechnic enrolment in 1978 as 117,000 full-time and sandwich students, exactly the same as last year.

But Mr Peter Flowerday, CDP secretary, points out that the figures conceal two nationally imposed cuts in student numbers through the cut-back in teacher training and the reduction of overseas student numbers.

Since November, 1977, the CDP says, teacher training numbers in polytechnics have fallen 20 per cent from 16,000 to 12,500. At the same time the Government's policy of reducing overseas student numbers cut their total from 15,000 to 13,500.

Mr Flowerday believes that the sharp drop in teacher training may conceal continuing demand for

higher education. "A large number of qualified people who would have entered teacher training a few years ago have not been able to. My suspicion is that they are contributing to the shrinkage the DES is talking about."

In other areas of work, polytechnic enrolments have grown by 3.5 per cent since last year, with a 2.3 per cent rise in science, technology and mathematics students, and a 4.3 per cent rise in all other subjects.

Science, technology and mathematics numbers rose from 43,000 to 44,000, while in other subjects numbers rose from 58,000 to 60,500. Overseas students accounted for 11.5 per cent of all enrolment, compared with 12.5 per cent last year.

Commenting on the revised DES projections, Mr Flowerday said: "Whilst we have lost 3,500 teacher training students, other institutions have lost several times that number. When you lump all the figures together, that is where the apparent shortfall is coming, I fancy."

Death of Mr Stan Broadbridge

Mr Stan Broadbridge, general secretary of the National Association of Teachers in Further and Higher Education, died in hospital last week at the age of 50. He had been in his post for just over a year.

Before being elected general secretary he was an economics lecturer at North Staffordshire Polytechnic and a member of NATFHE's national executive.

Mr Peter Knight, the association's president, said: "Stan made a profound contribution to the success of NATFHE in particular, and the development of post-school education in general. He had that rare ability to argue a case with cogency and tenacity, while presenting a clarity of expression that would always convince but never give offence."

Art course failures inquiry call

by John O'Leary

Students from four colleges are calling for an inquiry into exceptional high failure rates on art courses validated by London University.

The courses involved are in Humanities and RED des at Goldsmiths' and St Mary's colleges and the West London and Rochampton institutes. At Goldsmiths' the college authorities appealed to the university when thirds of first year students failed, but were told that the university was satisfied the examiners had acted properly.

A spokesman for London University said the matter could not be raised again. "The university has certain standards and students in the colleges are subject to these," he said. "There was a rather high failure rate on these courses, but we have external examiners and assessments have been confirmed."

However, the students insist procedures laid down by the university were not followed and are threatening to take the matter to court if necessary. "It is a resounding excuse for closing the joint courses," said Mr Robinson, president of Goldsmiths' students' union. "The college tried its best but if we don't get a satisfactory reply, there are some courses of action we will consider."

The University of London has also taken up the case. Lord Annan to reopen the matter and pointing out that a number of students are still unsure about examinations they will be required to take this year.

Problems first arose on the courses two years ago when first year students at St Mary's College, Twickenham, were told that in addition to the failures out of 23 entries at Goldsmiths, half those sitting examination at the West London Institute and a third of those at Rochampton Institute were failing.

Graduate demand on the increase

A report on job opportunities published this week has encouraged graduates. Demand for graduates is better than could have been expected, says the Civil Service Unit, which provides information for careers service, the universities and polytechnics.

A 20 per cent demand, for the unit last January, had exceeded by July. The report that for certain types of science and engineering demand was on a par with the vintage summer 1974.

The number of vacancies for mathematicians and people working with computers doubled.

NEXT WEEK

Dr James Hester, rector of United Nations University interviewed.
John O'Leary on alternative perspectives.
Four pages of books on environmental studies.
Accountability, accreditation, autonomy in Higher Education.
Keith Sagar on Edward Gurney.
"Il Miglier Barbiere".
Pinter's *Detraged* Reviewed.

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